DOCUMENT RESUME

ED 459 663 HE 034 561

TITLE	Performance Indicators in Higher Education in the UK: 1998-99, 1999-2000. Report.
INSTITUTION	Higher Education Funding Council for England, Bristol.
REPORT NO	HEFCE-01/69
ISBN	ISBN-1-902369-12-2
PUB DATE	2001-12-00
NOTE	234p.; For the report of the previous academic years, see ED 446 524.
AVAILABLE FROM	Higher Education Funding Council for England, Northavon House, Coldharbour Lane, Bristol, BS16 1QD England. Tel: 0117-931-7317; Fax: 0117-931-7203. For full text: http://www.hefce.ac.uk/pi.
PUB TYPE	Numerical/Quantitative Data (110) -- Reports - Descriptive (141)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	College Outcomes Assessment; Colleges; Comparative Analysis; Foreign Countries; *Higher Education; *Institutional Evaluation; Tables (Data)
IDENTIFIERS	Educational Indicators; *Performance Indicators; *United Kingdom

ABSTRACT

This is the third report in an annual series providing performance indicators relating to higher education in the United Kingdom. The report is based on data from the academic years 1998-1999 and 1999-2000. Indicators are given for the 169 publicly funded institutions of higher education in the United Kingdom. Indicators, presented in seven major tables, address: (1) participation of under-represented groups in higher education, young full-time undergraduate entrants; (2) participation of under-represented groups, mature full-time undergraduates and part-time students; (3) noncontinuation following first year of entry into institution; (4) resumption of study after a year out of higher education; (5) projected learning outcomes and efficiencies; (6) module completion rates; and (7) share of research output per share of research input, weighted by cost center. Four appendixes contain: a geodemographic analysis; adjusted sector benchmarks; technical notes on protected outcomes and efficiencies; and notes on research indicators. (Contains 7 charts and 15 tables.) (SLD)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 459 663

Report

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Performance indicators in higher education in the UK

1998-99, 1999-2000

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY
R Kier
2A TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

BEST COPY AVAILABLE

HE034501

© HEFCE 2001

The copyright for this publication is held by the Higher Education Funding Council for England (HEFCE). The material may be copied or reproduced provided that the source is acknowledged and the material, wholly or in part, is not used for commercial gain. Use of the material for commercial gain requires the prior written permission of the HEFCE.

Performance indicators in higher education in the UK

1998-99, 1999-2000

December 2001

ISBN 1-902369-12-2

Performance indicators in higher education

Table of contents

1. Introduction 2
2. Changes since last year 4
3. Description of indicators 5
4. Summary of performance indicators 8
5. Tables of indicators and their interpretation 16

Table T1 Participation of under-represented groups in higher education 19
Young full-time undergraduate entrants 1999-2000

Table T2 Participation of under-represented groups in higher education 37
Mature full-time undergraduate entrants 1999-2000
Part-time undergraduate entrants 1999-2000

Table T3 Non-continuation following year of entry to institution 53
Full-time first degree entrants 1998-99

Table T4 Resumption of study after a year out of higher education 79
Full-time first degree entrants 1997-98

Table T5 Projected learning outcomes and efficiencies 88
Full-time students on first degree courses 1998-99

Table T6 Module completion rates 98
Part-time undergraduates 1999-2000

Table R1 Share of research output per share of research input 101
weighted by cost centre, 1999-2000

Annex A General definitions 111

Annex A2 Geodemographic analysis 114

Annex B Adjusted sector benchmarks
Technical notes and more detailed information 118
Tables of sector results 126

Annex C Projected outcomes and efficiencies 134
Technical notes and more detailed information

Annex D Research indicators 145
Technical notes and more detailed information

1. Introduction

1. This is the third annual publication providing performance indicators (PIs) relating to higher education (HE). It is based on data from the academic years 1998-99 and 1999-2000.

2. The indicators are given for the 169 publicly funded institutions of higher education in the United Kingdom. The institutions included are those that existed in 1999-2000, although some names have been updated to reflect the current position.

Background

3. The need to establish a common system of measuring aspects of the performance of higher education institutions (HEIs) was identified by the National Committee of Inquiry into Higher Education (the Dearing Committee). In November 1997, the Secretary of State for Education and Employment, and the Secretaries of State for Scotland and for Wales, asked the funding councils to discuss with Government ways of developing performance indicators for the higher education sector. A steering group was set up with membership from interested government departments, the funding councils, the Higher Education Statistics Agency (HESA), and representatives of the institutions.

4. The aim was to develop appropriate performance indicators which would recognise the diversity of the sector while addressing the requirements of different stakeholders with an interest in higher education. As there are a wide variety of stakeholders, it was agreed that it would not be possible to satisfy all of them immediately, and that the requirements of Government, the funding councils, and the institutions themselves should be looked at initially. However, the resulting indicators are also of interest to a wider audience.

Purpose of indicators

5. These indicators are designed to provide reliable information on the nature and performance of the higher education sector in the UK, and a consistent set of measures of this performance. This will contribute to a greater public accountability by the sector, as well as ensuring that policy decisions can be made on the basis of consistent and reliable information.

Indicators included

6. The indicators fall into five categories.

7. Tables T1 and T2 provide **access indicators**, that is, what proportion of entrants come from various under-represented groups.

8. Tables T3 and T4 provide indicators of the **non-continuation rates** of institutions, in other words what proportion of students do not continue at an institution beyond their first year there.

9. Table T5 gives the projected **outcomes** for students who are at an institution, that is what proportion are projected to qualify at the institution, transfer to another institution, or leave higher education with no qualification. The same table provides the related measure of **efficiency**, the ratio of the average time it should take to obtain a qualification to the projected actual time taken.

10. Table T6, which is published only for Welsh institutions, provides **module completion rates** for part-time students. As only Welsh institutions must return the information required for these indicators to HESA, it was decided to look at other methods of measuring part-time performance for the UK as a whole for future years.

11. Table R1 provides indicators of **research output**, looking at quantitative outcomes of research which will change from year to year. These are different from the ratings of quality produced by the Research Assessment Exercise (RAE), and are designed to complement, rather than replace, them.

12. A separate publication was produced in April this year, giving indicators of **employment outcomes**. In future years, the employment indicators will be included with all the others.

Coverage

13. When the issue of producing performance indicators was first raised, it was agreed that they should be developed making maximum use of

2 HEFCE 01/69

existing data sources. The first set of indicators therefore concentrated primarily on full-time undergraduate students, for whom the existing data are most comprehensive.

14. This year, the indicators again relate primarily to full-time undergraduates, with progression indicators restricted to full-time first degree students only.

Adjusted sector benchmarks

15. Because of the diversity of the higher education sector, many of the indicators produced are complex, and need to be interpreted with care. Nevertheless, they should provide valuable information to those interested in the HE sector. In order to help with interpretation, we have included adjusted sector benchmarks with the indicators.

16. The tables of indicators allow direct comparisons to be made between institutions, and also between an institution and the sector. However, differences between institutions may well be due, at least in part, to different subject profiles or differences between the entry qualifications of students. In the same way, differences from the sector averages may be accounted for by the subjects of study and entry qualifications of the students at an institution.

17. To say that a difference is accounted for by subject or entry qualification differences is not the same as justifying that difference. However, it should allow any discussion of the reasons for the differences to be carried out on an informed basis.

18. The adjusted sector benchmarks provide, for each institution and for each indicator, a sector average that is adjusted for the subject and entry qualification profile of the institution's students. In addition, for those indicators that are not split between young and mature students the benchmark takes this age split into account.

19. If an institution's indicator is very different from its benchmark, then we can say that there are factors other than subject, entry qualification and age leading to this difference. However, the benchmark represents a sector average, and small differences from it are to be expected, and may be ignored. To determine whether the difference is small enough to be ignored, we have calculated a standard deviation, a measure of how different the indicator could be from its benchmark.

20. If the standard deviation indicates that the difference between the indicator and its benchmark is large, then this has been noted. We have used two symbols, a plus sign, '⊕', to indicate that the performance of the institution is significantly better than the sector average and a minus sign, '⊖', to indicate that the performance of the institution is significantly worse. If there is no mark, the institution can say it is performing at a similar level to the rest of the sector. Institutions whose indicator is significantly worse than the benchmark should look carefully at their figures to determine why the difference is occurring, although there may be some explanation based on factors that have not been taken into account.

Structure of document

21. This document consists of:

- Section 1: This introduction
- Section 2: Changes since last year
- Section 3: A description of the indicators included in the document
- Section 4: A summary of results for the sector
- Section 5: Tables containing the performance indicators, and how to use them
- Annexes: Definitions and technical information

22. The full publication will be available on the HEFCE web-site at www.hefce.ac.uk/pi. Extra information, including comparisons with last year's indicators, will also be provided there.

2. Changes since last year

23. There have been no definitional changes this year, so all tables except T4 are calculated on the same basis as last year's tables.

24. As explained last year, the 'Continue or qualify' category in Table T3 now includes those who obtain a sub-degree qualification after a year at the institution. Such students were originally excluded from Table T3 but included in Table T4. From this year they will only appear in Table T3. Table T4 is not therefore directly comparable with T4 from last year.

Locational measures

25. Since the performance indicators were introduced in 1999 there has been some concern that there are differences in the access indicators due to the location of an institution, which have not been incorporated into the benchmarks nor recognised in any other way. We have been working on a measure of location, and had intended to include such a measure in this publication. However, it has taken longer than anticipated, and we have only recently sent out a suggested measure for comments by the sector. If this measure proves acceptable, it will be published on the HEFCE web-site early in 2002.

26. The proposed measure, which we have called a location-adjusted benchmark, takes account of each student's home domicile, as well as their entry qualifications and subject of study. Further details are provided in Annex A2. It will not replace the existing benchmark, but will be used in conjunction with it to provide an indication of the strength of the location effect.

3. Description of indicators

27. The performance indicators are presented in section 5 in seven tables. Although all publicly funded higher education institutions in the United Kingdom have been included, most of the tables are concerned only with full-time undergraduate students who are residents of England, Scotland, Wales or Northern Ireland. Institutions with few undergraduate students are therefore not represented in all tables.

28. The following paragraphs explain briefly the indicators in each table. Detailed definitions and explanations are provided in the annexes.

Access indicators

29. Tables T1 and T2 provide information about the participation of groups that are under-represented in higher education relative to the population as a whole (the access indicators). These indicators have been produced separately for young and mature students, and for full-time and part-time students. All relate to students who entered the institution in the 1999-2000 academic year.

30. There are three access indicators for young full-time entrants, based on data from different sources. All are shown in Table T1. They are:

- the percentage of entrants who attended a school or college in the state sector
- the percentage whose parents' occupation is classed as skilled manual, semi-skilled or unskilled
- the percentage whose home area, as denoted by its postcode, is known to have a low proportion of 18 and 19 year olds in higher education.

31. The three indicators allow different facets of access to be measured. For most institutions, the three indicators tell a similar story, but for some institutions one value may be out of line with the others. In that case special factors, such as the locality of the institution or the nature of its courses, may be at work.

32. Entrants are defined as mature if they are aged 21 or over at 30 September of their year of entry to the institution. Since no information is collected on the Social Class of the parents of these students, and very little on the type of school they attended, indicators on these aspects that would be comparable to the indicators for young students cannot be produced.

33. The indicator used for full-time mature entrants is the percentage, in a slightly adapted form, who come from 'low participation' neighbourhoods. Just over a quarter of mature entrants to first degree courses at a higher education institution have previously obtained a higher education qualification. (See Annex B, Table B8.) When such students were originally in higher education, they would have been included in the 'access' calculations at that time. Therefore, for mature students, we have taken as the access indicator the percentage of entrants who have come from a low participation neighbourhood and do not have a previous HE qualification. This is given in Table T2, part (a).

34. For part-time students, the information available is often not as comprehensive as that for full-time students. In particular, information on Social Class and school type is not available. The access indicator used is therefore the same as that for mature full-time students: the percentage of entrants who come from a low participation neighbourhood and have no previous HE qualification. This indicator is given separately for young and mature entrants in Table T2, part (b).

Low participation neighbourhoods

35. The details of how low participation areas have been defined are given in Annex A2, along with a discussion of how the special factors of a locality may affect the outcomes. The low participation neighbourhood indicator for institutions in Greater London, particularly those institutions that recruit a large proportion of their students from the local area, shows a different pattern from the other access indicators, for example. We recommend taking note of all three indicators generally, particularly for institutions in London.

36. There are other local effects which may have an impact on low participation rates in other institutions. For example, in sparsely populated

rural areas there may be less differentiation between low participation and other areas. Annex A2 provides a fuller discussion of the effects of locality.

Non-continuation rates

37. The non-continuation rates for students at an institution are of widespread interest, but need to be carefully defined and interpreted. We have looked at these rates in two different ways.

38. The first way, and the easiest to explain, is to consider what happens to a student who enters a course at an institution in a particular year, in this case in 1998-99. In the following year, 1999-2000, that student may continue at the same institution, either on the same course or elsewhere in the institution, transfer to another institution, or be absent from higher education completely.

39. Table T3 provides the percentage of entrants to each institution who continue at the institution, transfer to another HE institution, or leave higher education. These figures have been produced for full-time first degree students only, and have been calculated for young and mature students separately. They have also been calculated for young students from low participation neighbourhoods, young students from other neighbourhoods, mature students with no previous higher education qualification, and mature students with previous HE qualifications.

40. Note that these rates take no account of progression, that is of moving from year 1 to year 2. They also ignore course changes within the institution, and changes to mode of study. They simply look at whether or not a student is still in higher education after a year.

41. Students may leave higher education at various times during their first year, or simply not return after the end of the year. When a student leaves very early in the academic year, there may be reasons for this which are unconnected with the course or the institution. To allow for this, we have removed from the figures all students who are recorded as leaving before December 1 in their first academic year.

42. Of course, some students who leave higher education during or at the end of the first year will return after a year out. Table T4 includes statistics about such returns. These are not provided as indicators, but to give some extra information which should be used together with the indicators in Table T3. Table T4 gives the percentage of students who were absent from HE in 1998-99 (having entered in 1997-98) who returned to higher education, either at the same institution or at another institution, in 1999-2000. The final column expresses the number of students who did not return to HE as a percentage of the entrants in 1997-98.

43. A few students may obtain a degree after being on a course for just one year, for example if they have transferred from an HND course, and some may leave after one year with a sub-degree qualification. At most institutions, the numbers of such students are small, and it is not practical to show them separately. They have therefore been included in Table T3 with those 'continuing at the institution'.

Projected outcomes and efficiencies

44. Table T5 presents another way of looking at non-completion rates. We have used a method of projection applied to the cohort of students starting at the institution in 1998-99, based on the assumption that they will move through the system in the same way as current students. This provides a useful way of summarising the many different progression routes that are possible.

45. One of the reasons for using projected outcomes rather than actual outcomes is because we only include students starting on a first degree course. To identify such students we need to go back to where they first started, and at present we do not have reliable records going far enough back to do that. The starting point for those graduating in the 1998-99 academic year, particularly those who are on relatively long courses, or who have repeated a year, could be 1995 or earlier.

46. The projection can be viewed as a prediction of the final outcomes of a group of students starting at an institution, if we assume that the progression

paths in future will be the same as those currently taking place. This assumes, for example, that if 85 per cent of students who were in year 2 of their programme of study in 1998-99 moved into year 3 of the programme of study in 1999-2000, then the same proportion will move from year 2 to year 3 in the following years. This assumption, that the present is a guide to the future, may not always hold true, but it does allow us to produce a summary of the present movements of students as a set of eventual outcomes. We can show what proportion of students are projected to obtain a degree, leave the institution but transfer into HE elsewhere, or leave the institution without any qualification and without moving into HE elsewhere.

47. By using the projection method we can also record the average study time for all the starters (regardless of whether or not they have a successful outcome) over the period of the projection – this is termed the average actual time. And we can calculate the average study time that might be expected for the successful outcomes reached by the starters – this is termed the average efficient time. For example if a student is awarded a degree on the third year of a programme of study we might expect that to have taken three years of (full-time) study. If a student transfers directly into the second year of programme at another institution we might take this outcome to be worth one year of study at the current institution (since they have skipped the first year at the second institution). Both the actual time and the efficient time are shown in Table T5. The ratio of the efficient time to the actual time is termed the efficiency, and this is also shown on Table T5. Leaving the institution without a qualification and repeating years of programme (either through exam failure or for personal reasons such as illness) are the main factors that reduce the efficiency.

Module completion rates

48. When institutions return their data to HESA, they can do so in one of two ways. The reason for using one method rather than the other is largely technical, and most institutions are free to make their own decision. One method provides not just details of students and their courses, but also details of the modules they are taking as part of the course (the 'modular return'). This method must be used by all Welsh HEIs, and it is also used by about a third of other HEIs, for at least some of their students.

49. This indicator of progression for part-time students uses the information provided by the module record. It has been defined as the percentage pass rate of modules with results. It has only been published for Welsh institutions.

50. Although all the students included in the table have been formally registered as aiming for a qualification or an institutional credit, some may be taking the course out of interest and not with the intention of being assessed. This should be borne in mind in interpreting the figures, particularly in considering the percentage of modules for which results are available.

51. Table T6 provides the number of students and the number of modules for which some information is available, the number of modules for which results are available, and the pass rates for those modules with results. This final value is taken as the indicator.

Research output

52. The final table, Table R1, provides indicators of annual research output. These indicators are designed to complement the RAE quality ratings and volume measures, not to replace them. The RAE will continue to provide the best measure of the quality of research at institutions. The indicators produced here measure the research output relative to the resources consumed, and will allow us to see how this changes from one year to the next. The output measures used here are the number of PhDs produced, and the amount of research grants and contracts obtained, by each cost centre within an institution. The input measures are the academic staff costs and the funding council allocation for research. The indicators are weighted to reflect the relative importance of each cost centre to the institution.

HEFCE 01/88 7

4. Summary of performance indicators

53. This section summarises the sector-wide information for each of the indicators, and provides a comparison with the sector values from previous years. Full definitions can be found in Annex A, and technical details of the construction of the indicators and benchmarks can be found in the other annexes.

Percentage from schools and colleges in the state sector

54. This indicator is produced for young full-time undergraduate entrants. It is shown in Table T1, which starts on page 20.

55. The definitions used for school type follow those used by the Universities and Colleges Admissions Services (UCAS) database. We have used the term 'State schools or colleges' for all schools that are not classed as independent. A change in the groupings used between 1998 and 1999 led to a reduction in the number of institutions defined as independent, so the percentage of young entrants from state schools or colleges apparently increased (from 82 per cent in 1997-98 to 85 per cent in 1998-99). There has been no definitional change between 1998-99 and 1999-2000.

56. Table 1, which gives figures for entrants to first degree courses at institutions in each country, shows comparative values over the past three years.

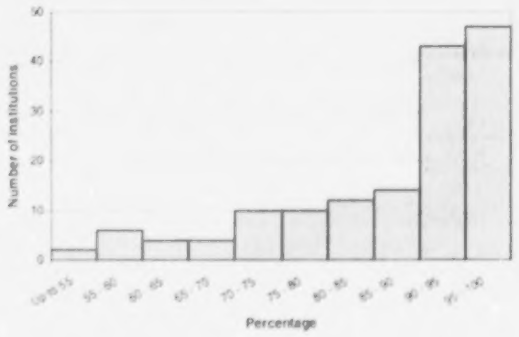
Table 1 **Percentage of young entrants from state schools**

	1997	1998	1999
UK	81.8	85.0	84.9
England	81.0	84.4	84.1
Scotland	81.2	83.2	84.1
Wales	88.0	90.5	90.8
Northern Ireland	96.3	99.8	99.8

57. Nationally, over 90 per cent per cent of 17 year olds in full-time education attend schools or colleges in the state sector. Eighty-five per cent of young entrants to undergraduate courses in 1999-2000 had attended such schools.

58. Most institutions (104 out of the 152 for which data are available) take more than 85 per cent of their young students from state schools. About one in 10 institutions take less than 70 per cent of their young entrants from state schools. Chart 1 shows this pattern.

Chart 1 **Percentage of young entrants from state schools**



Institutional changes

59. Most institutional values this year lie within 3 per cent of last year's values. Of the thirteen institutions where changes are over 3 per cent, only three have more than 1,000 young entrants.

Percentage from Social Classes 'skilled manual', 'semi-skilled', and 'unskilled'

60. This indicator is produced for young full-time undergraduate entrants to higher education, and is also shown in Table T1.

61. Nearly 50 per cent of the UK population is classified as being skilled manual (Social Class IIIM), semi-skilled (Social Class IV), or unskilled (Social Class V), based on the occupation of the head of household. (Figures are from the 1998 General Household Survey.) Nationally, a quarter of young entrants to undergraduate courses come from this section of the population, the same proportion as last year. Table 2 shows the pattern across the countries in the United Kingdom over a three-year period, for young entrants to first degree courses.

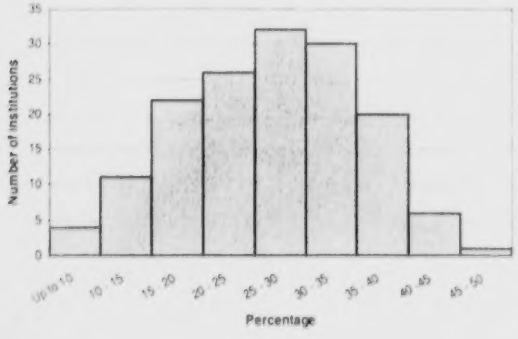
Table 2 **Percentage of young entrants from Social Classes IIIM, IV or V**

	1997	1998	1999
UK	24.9	25.1	25.3
England	24.7	24.9	25.1
Scotland	23.8	24.1	24.5
Wales	26.1	26.4	25.9
Northern Ireland	32.8	33.6	33.7

62. Table 2 does not take into account any changes in the population base between 1997 and 1999. Small differences such as those in the table are unlikely to mean any difference to the participation **rates** of the different groups, which will depend on the population figures.

63. The percentage from Social Classes IIIM, IV and V varies widely between institutions. Most institutions take between 15 and 40 per cent of young entrants from this group, but a few take more than 40 per cent and some take less than 15 per cent. The spread of values for this indicator is shown in Chart 2.

Chart 2 **Percentage from Social Classes IIIM, IV or V**



Institutional changes

64. The social class indicator is more variable than the other access indicators, both between institutions and from one year to the next. Institutional changes between 1998 and 1999 are mainly less than 5 per cent (in either direction) for institutions with more than 500 entrants, but the smaller institutions show bigger changes. In addition, some of the institutions showing relatively large differences between 1998 entrants and 1999 entrants had differences in the opposite direction between 1997 and 1998.

Percentage from low participation neighbourhoods

65. The percentage of entrants from low participation neighbourhoods is provided separately for young and mature undergraduate entrants, both full-time and part-time. The definition of low participation neighbourhoods is given in Annex A, with more detail in Annex A2.

66. As with Social Class, the participation **rates** cannot be inferred from the actual numbers participating.

67. The indicators are given in Table T1 (starting on page 20) for young full-time entrants, Table T2a (starting on page 38) for mature full-time entrants, and Table T2b (starting on page 46) for part-time entrants.

Full-time entrants

68. In Great Britain as a whole, about 30 per cent of young people live in areas classed as low participation. Twelve per cent of young entrants and 14 per cent of mature entrants to full-time first degree programmes in 1999 came from low participation neighbourhoods, similar to the percentages in previous years. Table 3 shows that there is a similar pattern for all the countries in the United Kingdom. Most institutions take between 5 and 20 per cent of both their young and mature full-time entrants from these areas. Six institutions take less than 5 per cent of their young students from such areas, and 11 institutions take less than 5 per cent of their mature entrants from such areas.

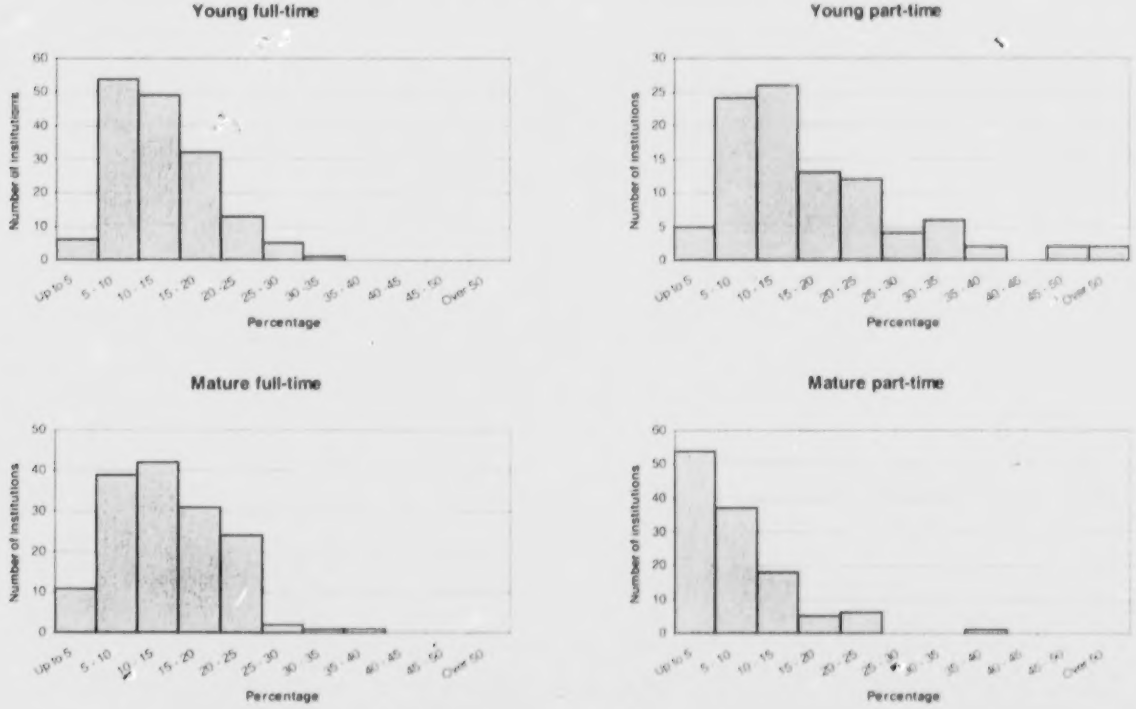
Table 3 **Percentage of full-time entrants from low participation neighbourhoods**

	Young			Mature		
	1997	**1998**	**1999**	**1997**	**1998**	**1999**
UK	12.1	12.3	12.4	14.4	13.6	13.6
England	11.4	11.6	11.7	14.1	13.4	13.4
Scotland	16.2	16.9	17.6	15.4	13.4	13.4
Wales	14.6	15.4	14.6	17.5	16.8	16.8
N. Ireland	9.3	9.4	9.1	14.5	13.1	13.1

Table 4 **Percentage of part-time entrants from low participation neighbourhoods**

	Young			Mature		
	1997	**1998**	**1999**	**1997**	**1998**	**1999**
UK	16.4	16.4	16.3	7.2	7.2	7.5
England	15.5	15.2	15.6	6.9	6.9	7.4
Scotland	16.1	24.7	16.5	4.7	5.4	4.9
Wales	23.6	22.7	23.6	14.0	13.1	12.6
N. Ireland	4.2	9.2	4.5	8.9	7.3	7.2

Chart 3 **Percentage of entrants from low participation neighbourhoods**



Part-time entrants

69. As far as part-time entrants are concerned, there is a difference between young and mature entrants. The values are similar to last year's, with 16 per cent of young entrants and 7 per cent of mature entrants to part-time undergraduate courses coming from low participation neighbourhoods.

70. Table 4 shows the pattern for part-time entrants for the countries of the United Kingdom, and Chart 3 shows the different patterns for the indicators between young and mature, and full-time and part-time, entrants.

Institutional changes

71. As with the other indicators, the larger changes between 1998 and 1999 occur in the smaller institutions. Only five institutions with more than 500 young full-time entrants show a difference of more than 3 per cent in the indicator for young entrants to full-time degree courses, with a similar number for mature entrants to full-time degree course.

72. For part-time entrants, the access indicator is more variable. At most institutions the number of young part-time entrants is small – only the Open University has more than 500 young entrants for whom the access information is available – and the changes between 1998 and 1999 are correspondingly high. Mature part-time entrants show some variation, with 35 institutions showing changes of at least 3 per cent, 10 of which have more than 500 entrants with known data.

Access indicators by subject and entry qualifications

73. Tables B9 to B11 in Annex B contain details of the percentages of full-time first degree entrants to the sector coming from state schools, Social Classes IIIM to V, and low participation neighbourhoods, by subject and entry qualification. There are large differences between the subjects, with the proportions of entrants to medicine, dentistry and veterinary science coming from any of these groups being lower than the proportions of entrants to engineering or science subjects. Some of this difference is accounted for by the entry qualifications, as entrants with A-levels or Scottish Highers with high points scores also have lower proportions coming from the under-represented groups than other entrants. These results are similar to last year.

Non-continuation rates after first year at institution

74. This indicator, which shows whether or not an entrant to an institution has continued in higher education beyond the first year, is provided for young and mature full-time first degree entrants to higher education in Table T3 (starting on page 54).

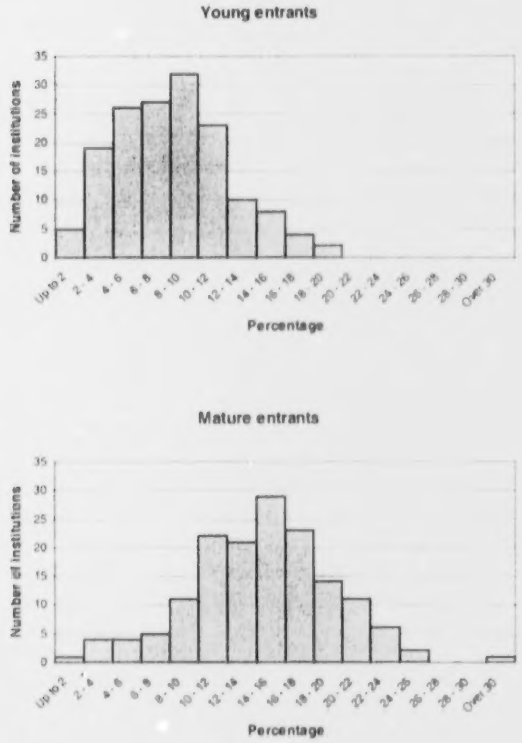
75. In general, a higher proportion of mature entrants than young entrants do not continue in higher education after their first year. The average non-continuation rate is 16 per cent for mature entrants compared with 8 per cent for young entrants. The non-continuation rate for young entrants is below 10 per cent at two-thirds of institutions. For mature entrants it is between 5 and 20 per cent at the majority of institutions. However, it is above 20 per cent at one in eight institutions.

76. Table 5 shows the non-continuation rates for the countries of the UK from 1996 to 1998, for both young and mature entrants. Chart 4 illustrates the spread of values between institutions, again for both young and mature entrants.

Table 5 **Percentage of entrants not continuing in HE after their first year**

	Young			Mature		
	1996	1997	1998	1996	1997	1998
UK	7.6	7.6	7.9	15.3	15.3	16.0
England	7.6	7.6	7.9	15.3	15.3	16.3
Scotland	8.7	7.9	8.6	15.9	14.4	14.8
Wales	6.5	7.8	6.7	15.5	17.9	14.4
N. Ireland	7.2	6.9	8.1	11.9	14.0	12.4

Chart 4 **Non-continuation rates**



Institutional changes

77. As with the access indicators, many of the larger institutional changes occur in small institutions. For young entrants, there are six relatively large institutions (more than 1,000 young entrants) where there is an increase in the percentage of entrants not continuing of over 3 per cent. In all of these cases, the increase is less than 5 per cent.

78. For mature entrants there is a more changeable pattern, partly because the number of mature entrants at many institutions is relatively small. Twenty-four institutions show an increase of more than 5 per cent in their non-continuation rates, half of which have fewer than 200 mature entrants.

Return after a year out

79. Table T4 (starting on page 80) provides further information about students who do not continue after their first year. It relates to students who started at university or college in 1997-98, but were not in higher education in 1998-99. Nationally, 13 per cent of such students returned to their original institution in 1999-2000, with a further 11 per cent transferring to another institution. This is very similar to the figures last year. Young students are more likely to return to higher education after a year out than mature students, with 15 per cent of young students and 10 per cent of mature students returning to their original institution. A further 15 per cent of young and 5 per cent of mature students transferred to other HEIs after a year out of higher education.

By subject and entry qualifications

80. Tables B12 and B13 in Annex B show non-continuation rates for young and mature students across the sector by subject and entry qualification. The lowest non-continuation rates are in the subject group covering medicine, dentistry and veterinary science, for both young and mature students, and the highest rates are in the groups covering

mathematical and computing sciences, and engineering.

81. In looking at entry qualifications, the non-continuation rates are lower for entrants with high A-level or Scottish Highers scores than for those with other qualifications. This is true for both young and mature students.

82. For most joint (subject and entry qualifications) categories, the non-continuation rates are lower for young entrants than for mature entrants. However, there are a few categories where the rate for mature students is the lower one, mainly for non-traditional entry qualifications to the more vocational subjects.

Projected outcomes

83. The figures in Table T5, which starts on page 90, summarise the pattern of movements at institutions between 1997-98 and 1998-99. They give the outcomes that would be expected from current starters at the institution if these progression patterns were to remain unchanged over the next few years.

84. There are two ways of obtaining sector-wide projected outcomes. The **sector averages** for the UK and its constituent countries, which are provided in Table T5, are obtained by taking a (weighted) average of all the relevant institutional values. The **sector projected outcomes** can be found by treating all students across the sector as if they were at a single institution, with a single set of progression paths. This set of progression paths will not include transfers, as any student leaving the UK will be assumed to have left HE. These sector projected values are shown in Table 6. The slight fall in the percentage projected to obtain no qualification is no greater than the accuracy of the figures, and so can be ignored.

Table 6 **Sector projected outcomes (%)**

	Obtain degree		
	1996	**1997**	**1998**
UK	80	80	81

	Obtain no qualification		
	1996	**1997**	**1998**
UK	18	17	17

85. The sector averages show that 77 per cent of students starting at an institution are expected to qualify from that institution with a degree, 16 per cent are expected to get no qualification, and a further 5 per cent are expected to transfer to another institution. At three-quarters of all institutions, between 70 and 90 per cent of entrants are projected to graduate without transferring. There are a few institutions where this projected figure is less than 60 per cent. The projected percentage of students who leave before gaining any award, and who neither return to study nor transfer to another institution, is less than 20 per cent for the majority of institutions. These figures are similar to last year. Tables 7 and 8 give a summary across the countries of the United Kingdom. Note that the figures for Northern Ireland this year have been affected by the separation of two colleges from The Queen's University, Belfast, and so have been omitted from Table 7.

Table 7 **Projected outcomes – percentage expected to gain a degree (sector averages)**

	Obtain degree		
	1996	**1997**	**1998**
UK	77	77	77
England	77	76	77
Scotland	73	75	75
Wales	78	77	78
N. Ireland	84	86	

Table 8 **Projected outcomes - percentage expected to obtain no award nor transfer (sector averages)**

	No award or transfer		
	1996	1997	1998
UK	16	16	16
England	16	16	16
Scotland	17	16	16
Wales	16	16	14
N. Ireland	13	11	

Efficiency

86. The efficiency of an institution has been defined as the ratio of the time students should ideally take to obtain a qualification or transfer, to the projected study time taken before gaining a qualification, transferring or discontinuing. Nearly all institutions show an efficiency of over 75 per cent. Across the sector as a whole, following students through transfers to their eventual outcomes, the efficiency is 85 per cent.

87. Chart 5 shows the spread of values of the percentage expected to achieve no award, and Chart 6 the spread of efficiency values, across institutions.

Chart 5 **Percentage of starters projected to obtain no award nor transfer**

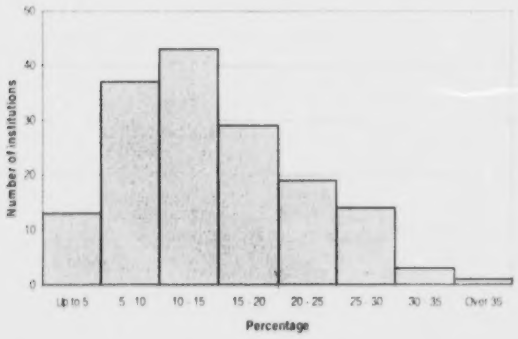
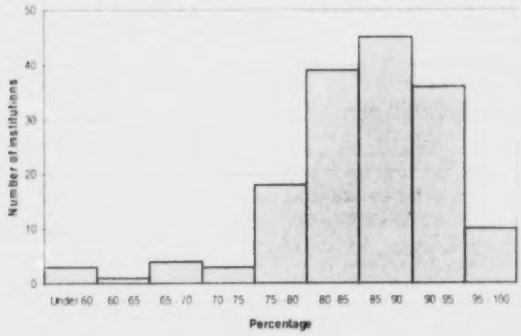


Chart 6 **Efficiency of HEIs**



Research indicators

88. Research indicators are different in kind to the others, in that they do not wholly relate to the student population. They are measuring research output (as shown by number of PhDs awarded and amount of research grants or contracts for which expenditure has been incurred) against resource inputs (namely, academic staff costs and the funding councils' allocations for research).

89. These indicators do not measure research quality. This is done by the Research Assessment Exercise (RAE). Results from the 1996 RAE can be obtained from the web-site www.niss.ac.uk/education/hefc/rae96/c1_96.html. The results from the 2001 exercise will also be available over the web in due course.

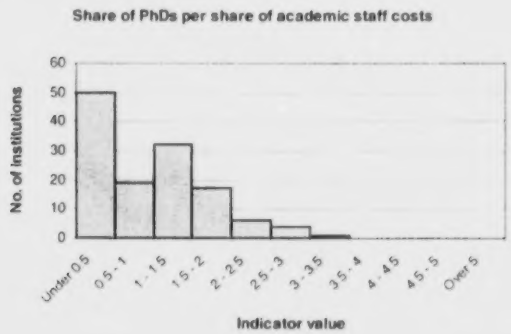
90. Research indicators are all standardised to a value of 1 and take account of the differing ratios of output to input in different cost centres. A value of 1 for an indicator shows that the institution is producing the same as the rest of the sector, relative to its input. A value below 1 shows it is producing less than the sector, and a value greater than 1 shows that it is producing more than the sector, again relative to its input.

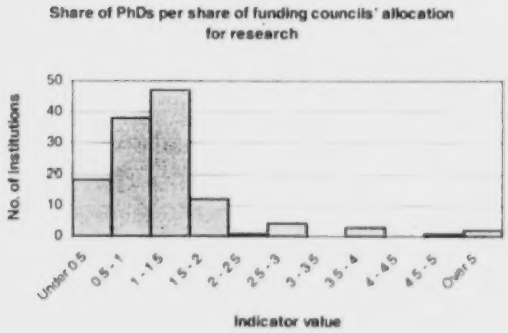
91. All four research indicators show similar patterns to those from last year, with the majority of institutions having values below 2. The indicators using academic staff costs as the input are less variable between the years than the indicators which use funding councils' research allocation, in part because the funding for some institutions is very

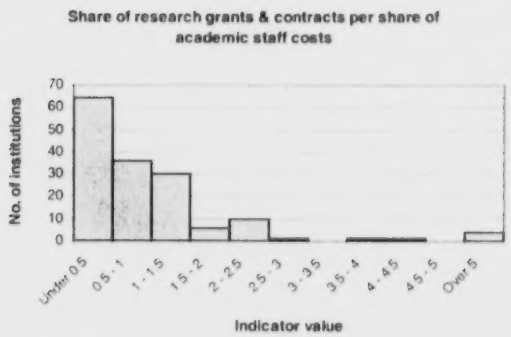
small relative to that for the large research universities. There is no obvious pattern of change over the three years.

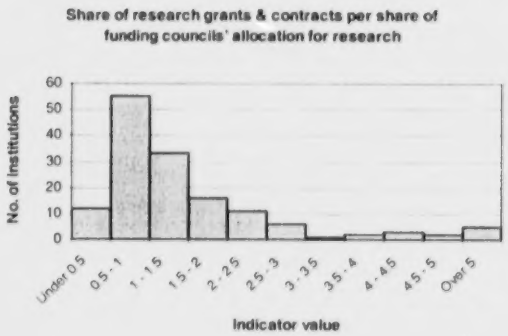
92. Chart 7 shows the spread of the four research indicators across institutions with non-zero inputs.

Chart 7 **Research indicators**









5. Tables of indicators and their interpretation

General

93. The tables in this report cover all publicly funded institutions of higher education in the United Kingdom. The introduction to each table gives a brief explanation of what it contains, what population is covered, and any situations that may need special consideration.

94. All the tables are based on students who are residents of England, Scotland, Wales or Northern Ireland. Most of the indicators are shown separately for young and mature students, where young students are those under 21 on 30 September of their year of entry to the institution.

95. General definitions of terms used in the tables are provided at Annex A. A brief explanation of adjusted sector benchmarks is given in paragraphs 15 to 19 of the main text, with more technical details in Annex B.

96. Significant differences are provided in some of the tables. Brief explanations of how these are obtained are provided in the main text in paragraph 20, with more technical details in Annex B. Technical details for Table T5 are in Annex C, and for Table R1 in Annex D.

Indicators

97. The performance indicators cover access, non-continuation rates, projected outcomes and efficiencies, module completion rates, and research output. Higher education institutions in the UK are diverse, and the range of indicators reflects part of this diversity. Some of the factors which make up this diversity have been taken into account in producing 'adjusted sector benchmarks', which are included in most of the tables.

Adjusted sector benchmarks

98. The benchmarks provided with each indicator make allowance for the subject of study and entry qualifications of students. In addition, if the indicator is not provided separately for young and mature students, the benchmark includes age as a third factor.

99. These benchmarks are used for all the indicators except the module completion rates and the indicators relating to research. The factors included are not the only characteristics that affect the indicators, but they do account for a large proportion of the differences between institutions. Without a benchmark of some sort, comparisons would have to be made either with the overall sector value or directly with other institutions, with no allowance made for any factors that might have a bearing on results. This benchmark is the value that the whole UK sector would have if it had the same subject and entry qualification profile as the institution. More complex statistical methods could be used to produce benchmarks, but the approach used here balances the needs for transparency and for rigour.

100. The benchmark has a second purpose. Institutions whose benchmarks are different should not be compared, as they will have quite different characteristics. Two institutions with similar benchmarks will not necessarily be similar, but the benchmarks, in conjunction with other knowledge, can provide a first indication of whether it makes sense to compare particular institutions.

101. The method of calculating the adjusted sector benchmark is the same for all indicators in Tables T1 to T3. It is described in detail in Annex B, where full details of the characteristics of students by subject and entry qualification across the sector can also be found. A rather different method is used for the benchmarks in Table T5, and this is described in Annex C.

Significant differences

102. In looking at differences between institutions, small differences between indicators should generally be ignored. What is difficult to determine is when a difference stops being 'small'. The same is true when comparing an indicator and its benchmark: small differences can be ignored, but we must define small. We have dealt with this problem using a combination of methods, which are outlined below, and given in detail in Annex B.

103. For each indicator we have calculated a measure known as the 'standard deviation', which can help to answer the question of whether or not the difference from its benchmark is small. We have marked institutions for which this difference may be considered large enough to be significant, using ⊕ to show that the indicator is 'better' than the benchmark, and ⊖ to show it is 'worse' than the benchmark. In general, if there is no mark against an indicator, the difference between the indicator and its benchmark is not large enough to be important. We have defined a difference as significant if it has a value which is at least three times the standard deviation, and is also at least 3 per cent. Full details of the assumptions made in obtaining the standard deviation are provided in Annex B.

104. A significant difference between an indicator and its benchmark suggests that the institution is doing either well or badly with respect to that indicator. Institutions that appear to be doing 'badly' should investigate why this large difference exists. There may be factors which the benchmark does not take into account, or there may be some areas within the institution that are performing less well than others. Institutions that are performing 'well' may be able to look at their performance and provide pointers to good practice. Institutions which wish to investigate these factors further already have most of the information needed to do this, and the funding councils are happy to provide further help. Note that the institutional indicators may mask both 'better' and 'worse' performance at school or subject levels within the institution.

How to interpret the indicators

105. The higher education sector is diverse, and this creates a problem for those who would like just one measure of what is 'best'. The indicators in this report are designed to be taken together, and even so do not cover all facets of the sector.

106. Care should also be taken to ensure that two institutions are alike enough to compare, or at least that the differences are made clear in making any comparison. There is no point, in the extreme case, in trying to compare a small specialist college of art and design with a large multi-faculty university. However, there are less extreme cases where comparison is still not meaningful. To help decide if two institutions can be compared, the adjusted sector benchmarks may be used. In general, if two institutions have substantially different benchmarks, they should not be compared.

Small numbers

107. The indicators apply to various sub-groups of the student population, such as young full-time degree students, or mature part-time students. By splitting the population in this way, there is a danger that the numbers on which a particular indicator is based may be rather small. In such cases, interpretation is particularly difficult. For example, if there are only 50 students in the base population, a change in status of only two of the students would change the indicator by 4 per cent. In all tables, the numbers of students forming the base for the indicators have been given. The values of indicators have been included even where the base numbers are small, but care should be taken in their interpretation.

Data quality

108. In producing indicators of this sort, the quality of data supplied is important. The data used have all been agreed as correct by the institution concerned, but inevitably with such a large and complex set of data there have been problems. Although one or two institutions are still discussing data problems that have arisen, and may make changes to their data, none of these will affect the PIs.

109. Some institutions are aware of errors in their data, but have been unable to correct these for technical reasons. Details of which institutions are affected are included in the introduction to each table.

Table T1

Participation of under-represented groups in higher education

a. Young full-time first degree entrants 1999-2000

b. Young full-time undergraduate entrants 1999-2000

1. This table provides three indicators giving the proportion of young entrants to higher education who come from certain groups which are under-represented relative to the population as a whole. The indicators apply to young full-time undergraduates who entered the institution during the 1999-2000 academic year. Most entrants will be in the first year of a programme, but some will be in later years, perhaps because they have transferred from another HEI.

2. The table is in two parts. Part (a) provides the performance indicators for entrants to first degree programmes of study only. Part (b) gives the same information, but for all undergraduate entrants, that is including students on HND, HNC, and similar courses, as well as first degree students. The figures for 'other undergraduates' separately, excluding first degree entrants, are not published here, but will be available in the electronic version of this publication for those institutions with large enough numbers to warrant it.

3. The table shows the total number of full-time entrants at each institution, with the number and percentage of these who are young. The percentage of young entrants for whom the requisite data are available is given under 'Percent with known data'. The indicator is then based only on the entrants for whom data are available. If there is a low percentage of students with known data, then the indicator may be misleading.

4. The three indicators are:

- percentage of entrants whose previous school was in the state sector
- percentage of students whose parental occupation is skilled manual, semi-skilled, or unskilled (Social Classes IIIM to V)
- percentage of students whose home postcode is for an area classed as low participation.

More detailed definitions are given in Annex A.

5. Because school type and social class information is only available for those entering HE through UCAS, the coverage for these indicators is generally lower than for the low participation indicator. For some institutions there is no information available on the social class and previous school type of their students, so the columns have been left blank. This is not a reflection on the institution; it is simply due to the way the data have been collected.

6. Full details of how low participation neighbourhoods have been defined are available in Annex A2. A brief discussion of the indicator is also given at paragraphs 36 and 37.

7. The performance indicator is in the column headed 'Percent from group', and is followed in the column headed 'Benchmark' by the adjusted sector benchmark, then by the standard deviation (Std dev). If the next column is blank, then the indicator can be considered close to its benchmark; otherwise, there is some difference which may be worth investigating. (See paragraph 20 for more details of the symbols used.)

8. We are currently asking institutions for their comments on an extra benchmark which would show how strong an effect the locality of the institution has on these indicators. We hope to include this extra benchmark in the web-based tables early next year. The effects for some London institutions are shown in Annex A2.

Table T1 a : Participation of under-represented groups in higher education

Young full-time first degree entrants 1999-2000

Institution	Total entrants	Number of young entrants	Percent entrants who are young	From state schools or colleges: Percent with known data	Percent from group	Benchmark	Std dev		From Social Class IIIM, IV, V: Percent with known data	Percent from group	Benchmark	Std dev		From low participation neighbourhoods: Percent with known data	Percent from group	Benchmark	Std dev	
			%	%	%	%	%		%	%	%	%		%	%	%	%	
UK																		
All UK Institutions	*280,939*	*219,788*	78	84	**85**				87	**25**				97	**12**			
England																		
All English Institutions	*229,261*	*178,201*	78	85	**84**				87	**25**				98	**12**			
Anglia Polytechnic University	*2,462*	*1,443*	59	69	**94**	**92**	0.9		77	**32**	**31**	1.3		98	**13**	**15**	0.9	
Aston University	*1,168*	*1,067*	91	91	**84**	**84**	1.1		93	**33**	**24**	1.4	⊕	99	**11**	**11**	1.0	
University of Bath	*1,407*	*1,334*	95	96	**79**	**79**	1.1		96	**17**	**19**	1.1		98	**6**	**9**	0.8	⊖
Bath Spa University College	*953*	*574*	60	77	**94**	**92**	1.4		90	**30**	**29**	1.9		99	**9**	**14**	1.3	⊖
University of Birmingham	*3,888*	*3,565*	92	94	**74**	**79**	0.7	⊖	95	**19**	**20**	0.7		98	**8**	**10**	0.5	
Bishop Grosseteste College	*234*	*197*	84	91	**98**	**92**	2.1		94	**30**	**30**	3.2		97	**16**	**14**	2.4	
Bolton Institute of Higher Education	*1,154*	*570*	49	60	**100**	**93**	1.4	⊕	64	**41**	**32**	2.4	⊕	98	**26**	**15**	1.6	⊕
Bournemouth University	*2,061*	*1,683*	82	83	**91**	**89**	0.9		88	**21**	**28**	1.1	⊖	99	**7**	**13**	0.7	⊖
University of Bradford	*1,476*	*1,232*	83	89	**91**	**88**	1.0	⊕	89	**33**	**27**	1.3	⊕	99	**13**	**13**	0.9	
Bretton Hall	*535*	*421*	79	88	**94**	**92**	1.6		92	**33**	**27**	2.2		96	**16**	**13**	1.7	
University of Brighton	*2,725*	*1,740*	64	73	**93**	**91**	0.9		90	**23**	**29**	1.0	⊖	98	**9**	**14**	0.7	⊖
University of Bristol	*2,920*	*2,695*	92	83	**57**	**73**	0.9	⊖	84	**11**	**16**	0.8	⊖	99	**5**	**8**	0.5	⊖
Brunel University	*2,679*	*2,040*	76	90	**85**	**87**	0.8		90	**30**	**27**	1.0		98	**9**	**13**	0.7	⊖
Buckinghamshire Chilterns University College	*1,598*	*1,108*	69	74	**97**	**95**	1.0		72	**32**	**32**	1.6		99	**12**	**15**	1.0	⊖
University of Cambridge	*2,870*	*2,744*	96	98	**52**	**65**	0.8	⊖	98	**9**	**12**	0.7	⊖	98	**6**	**7**	0.5	
Canterbury Christ Church University College	*1,219*	*875*	72	87	**94**	**91**	1.1		91	**27**	**30**	1.5		100	**6**	**15**	1.0	⊖
University of Central England in Birmingham	*2,535*	*1,789*	71	74	**95**	**91**	0.8	⊕	74	**37**	**30**	1.2	⊕	98	**17**	**14**	0.8	⊕
University of Central Lancashire	*4,002*	*2,660*	66	67	**97**	**91**	0.7	⊖	70	**33**	**30**	1.0	⊕	93	**17**	**15**	0.7	

⊕ / ⊖ Shows that the indicator is significantly better/worse than its benchmark

Table T1 a : Participation of under-represented groups in higher education

Young full-time first degree entrants 1999-2000

Institution	Total entrants	Number of young entrants	Percent entrants who are young	From state schools or colleges: Percent with known data	Percent from group	Bench-mark	Std dev		From Social Class IIIM, IV, V: Percent with known data	Percent from group	Bench-mark	Std dev		From low participation neighbourhoods: Percent with known data	Percent from group	Bench-mark	Std dev	
			%	%	%	%	%		%	%	%	%		%	%	%	%	
Central School of Speech and Drama	*131*	*96*	73	64	**90**	**92**	4.1		89	**18**	**25**	4.3		97	**8**	**12**	3.0	
Chester College of Higher Education	*929*	*798*	86	88	**92**	**89**	1.2		92	**31**	**28**	1.6		97	**16**	**14**	1.2	
University College Chichester	*1,131*	*636*	56	61	**94**	**92**	1.5		90	**30**	**30**	1.8		99	**11**	**15**	1.2	⊖
City University	*1,089*	*840*	77	88	**78**	**86**	1.4	⊖	90	**28**	**25**	1.6		99	**8**	**12**	1.0	⊖
Coventry University	*2,728*	*2,137*	78	85	**94**	**91**	0.7		88	**36**	**31**	1.0	⊕	99	**16**	**14**	0.7	
Cranfield University	*228*	*189*	83	59	**89**	**89**	3.0		59	**21**	**30**	3.8		96	**13**	**13**	2.3	
Cumbria College of Art & Design	*205*	*149*	73	82	**98**	**97**	2.5		85	**39**	**32**	4.0		99	**22**	**16**	3.0	
Dartington College of Arts	*156*	*99*	63	81	**99**	**95**	3.0		88	**23**	**29**	4.5		98	**10**	**14**	3.1	
De Montfort University	*4,298*	*3,381*	79	82	**94**	**91**	0.6		85	**34**	**30**	0.8	⊕	98	**14**	**14**	0.6	
University of Derby	*2,868*	*1,921*	67	76	**97**	**92**	0.7	⊕	77	**33**	**31**	1.1		97	**15**	**15**	0.8	
University of Durham	*2,735*	*2,495*	91	94	**62**	**76**	0.9	⊖	95	**13**	**18**	0.8	⊖	97	**7**	**9**	0.6	
University of East Anglia	*1,698*	*1,417*	83	92	**88**	**82**	0.9	⊕	95	**20**	**23**	1.1		99	**7**	**11**	0.8	⊖
University of East London	*2,539*	*1,206*	47	68	**96**	**93**	1.0	⊕	68	**38**	**33**	1.6	⊕	97	**15**	**15**	1.0	
Edge Hill College of Higher Education	*1,168*	*915*	78	87	**98**	**92**	1.0	⊕	86	**35**	**31**	1.6		99	**22**	**15**	1.2	⊕
University of Essex	*1,101*	*920*	84	92	**91**	**85**	1.1	⊕	93	**24**	**26**	1.4		99	**11**	**13**	1.0	
University of Exeter	*1,994*	*1,820*	91	92	**69**	**79**	1.0	⊖	95	**14**	**20**	0.9	⊖	99	**5**	**10**	0.7	⊖
Falmouth College of Arts	*365*	*266*	73	86	**98**	**97**	1.8		90	**23**	**28**	2.7		97	**8**	**12**	1.8	
University of Gloucestershire	*1,849*	*1,396*	76	80	**95**	**91**	0.9	⊕	89	**28**	**30**	1.2		98	**12**	**15**	0.9	
Goldsmiths College	*1,080*	*699*	65	86	**86**	**86**	1.4		91	**20**	**24**	1.6		98	**8**	**12**	1.1	⊖
University of Greenwich	*2,530*	*1,631*	64	69	**95**	**92**	0.9		75	**34**	**32**	1.3		98	**13**	**15**	0.8	
Harper Adams University College	*226*	*192*	85	83	**77**	**80**	2.8		90	**10**	**21**	2.7	⊖	98	**3**	**10**	1.9	⊖
University of Hertfordshire	*2,879*	*2,024*	70	84	**95**	**91**	0.7	⊕	86	**35**	**30**	1.1	⊕	98	**12**	**14**	0.7	

⊕/⊖ Shows that the indicator is significantly better/worse than its benchmark

HEFCE 01/69 21

Table T1 a : Participation of under-represented groups in higher education

Young full-time first degree entrants 1999-2000

Institution	Total entrants	Number of young entrants	Percent entrants who are young	From state schools or colleges: Percent with known data	Percent from group	Bench-mark	Std dev		From Social Class IIIM, IV, V: Percent with known data	Percent from group	Bench-mark	Std dev		From low participation neighbourhoods: Percent with known data	Percent from group	Bench-mark	Std dev	
			%	%	%	%	%		%	%	%	%		%	%	%	%	
Homerton College, Cambridge	*215*	*187*	87	87	**74**	**81**	3.0		87	**18**	**21**	3.1		93	**5**	**10**	2.1	
University of Huddersfield	*2,921*	*2,154*	74	84	**97**	**92**	0.7	⊕	86	**36**	**31**	1.0	⊕	97	**18**	**15**	0.8	⊕
University of Hull	*1,869*	*1,586*	85	93	**89**	**84**	0.9	⊕	93	**24**	**24**	1.1		97	**12**	**12**	0.8	
Imperial College	*1,462*	*1,381*	94	97	**60**	**73**	1.2	⊖	95	**17**	**17**	1.1		98	**6**	**8**	0.8	
Keele University	*1,213*	*1,132*	93	91	**89**	**84**	1.0	⊕	93	**22**	**24**	1.3		99	**14**	**12**	1.0	
University of Kent at Canterbury	*1,651*	*1,421*	86	92	**85**	**84**	1.0		94	**22**	**24**	1.1		99	**9**	**12**	0.8	
Kent Institute of Art & Design	*364*	*270*	74	89	**98**	**98**	1.7		85	**28**	**29**	2.8		100	**14**	**13**	2.0	
King Alfred's College, Winchester	*955*	*758*	79	85	**94**	**91**	1.2		93	**26**	**30**	1.6		99	**10**	**14**	1.1	⊖
King's College London	*2,356*	*2,008*	85	91	**66**	**76**	1.0	⊖	93	**19**	**19**	0.9		99	**8**	**10**	0.7	
Kingston University	*3,162*	*2,179*	69	78	**90**	**91**	0.8		79	**31**	**30**	1.1		97	**10**	**14**	0.7	⊖
Lancaster University	*2,019*	*1,868*	93	94	**89**	**81**	0.8	⊕	94	**22**	**22**	1.0		97	**11**	**11**	0.7	
University of Leeds	*4,787*	*4,494*	94	94	**71**	**77**	0.6	⊖	95	**16**	**20**	0.6	⊖	98	**8**	**10**	0.4	
Leeds Metropolitan University	*4,285*	*3,137*	73	75	**93**	**91**	0.6		78	**29**	**31**	0.9		98	**14**	**15**	0.6	
University of Leicester	*2,065*	*1,926*	93	93	**85**	**80**	0.8	⊕	94	**21**	**21**	1.0		98	**11**	**11**	0.7	
University of Lincoln	*2,003*	*1,386*	69	84	**97**	**91**	0.8	⊕	90	**34**	**31**	1.3		97	**16**	**15**	0.9	
University of Liverpool	*3,343*	*3,004*	90	91	**83**	**81**	0.7		93	**22**	**22**	0.8		98	**13**	**11**	0.6	
Liverpool Hope	*1,243*	*909*	73	79	**96**	**92**	1.1	⊕	82	**36**	**31**	1.6	⊕	98	**23**	**16**	1.2	⊕
Liverpool John Moores University	*3,780*	*2,901*	77	77	**94**	**90**	0.6	⊕	79	**33**	**29**	0.9	⊕	96	**21**	**14**	0.7	⊕
University of London (Institutes and activities)	*65*	*56*	86	88	**59**	**70**	6.1		93	**25**	**16**	5.7		98	**9**	**8**	4.1	
London Sch of Economics & Political Sci	*562*	*532*	95	95	**58**	**72**	2.0	⊖	95	**13**	**15**	1.7		98	**5**	**8**	1.2	
London Guildhall University	*2,151*	*1,235*	57	78	**92**	**92**	1.0		71	**36**	**32**	1.5		98	**12**	**15**	0.9	⊖
The London Institute	*1,532*	*980*	64	83	**97**	**96**	1.0		84	**24**	**28**	1.4		98	**9**	**12**	1.0	⊖

⊕ / ⊖ Shows that the indicator is significantly better/worse than its benchmark

Table T1 a : Participation of under-represented groups in higher education

Young full-time first degree entrants 1999-2000

Institution	Total entrants	Number of young entrants	Percent entrants who are young	From state schools or colleges: Percent with known data	Percent from group	Bench-mark	Std dev		From Social Class IIIM, IV, V: Percent with known data	Percent from group	Bench-mark	Std dev		From low participation neighbourhoods: Percent with known data	Percent from group	Bench-mark	Std dev	
			%	%	%	%	%		%	%	%	%		%	%	%	%	
Loughborough University	*2,562*	*2,433*	95	95	**83**	**84**	0.7		96	**22**	**24**	0.9		98	**10**	**11**	0.6	
University of Luton	*1,133*	*772*	68	74	**99**	**93**	1.1	⊕	72	**36**	**33**	1.9		97	**16**	**15**	1.2	
University of Manchester	*4,255*	*3,800*	89	91	**74**	**78**	0.7	⊖	93	**18**	**20**	0.7		98	**10**	**10**	0.5	
UMIST	*1,233*	*1,135*	92	90	**80**	**83**	1.1		91	**24**	**24**	1.3		98	**12**	**11**	1.0	
Manchester Metropolitan University	*5,856*	*4,320*	74	77	**93**	**90**	0.5		77	**32**	**29**	0.8		98	**17**	**14**	0.5	
Middlesex University	*3,802*	*2,417*	64	77	**96**	**93**	0.7		75	**36**	**32**	1.0	⊕	98	**13**	**15**	0.7	
University of Newcastle	*2,628*	*2,469*	94	93	**67**	**79**	0.9	⊖	95	**16**	**20**	0.8	⊖	96	**10**	**10**	0.6	
Newman College	*349*	*259*	74	79	**97**	**93**	2.0		90	**45**	**32**	3.0	⊕	99	**25**	**16**	2.3	⊕
University College Northampton	*2,194*	*1,632*	74	78	**97**	**92**	0.8	⊕	81	**36**	**31**	1.2	⊕	98	**15**	**15**	0.8	
University of North London	*2,649*	*1,352*	51	58	**96**	**93**	1.0	⊕	64	**41**	**34**	1.5	⊕	98	**13**	**15**	0.9	
North Riding College	*447*	*298*	67	87	**97**	**93**	1.8		91	**33**	**30**	2.6		94	**16**	**15**	2.1	
Northern School of Contemporary Dance	*36*	*31*	86	0					0					97	**13**	**14**	5.6	
University of Northumbria at Newcastle	*4,525*	*3,314*	73	73	**90**	**90**	0.7		89	**29**	**29**	0.8		97	**19**	**14**	0.6	⊕
Norwich School of Art & Design	*211*	*144*	68	85	**100**	**93**	2.4		85	**26**	**26**	3.9		99	**9**	**13**	2.5	
University of Nottingham	*3,305*	*3,155*	95	96	**71**	**75**	0.7	⊖	97	**15**	**17**	0.7		98	**5**	**9**	0.5	
Nottingham Trent University	*4,206*	*3,562*	85	88	**91**	**89**	0.6		90	**26**	**27**	0.8		98	**13**	**13**	0.5	
School of Oriental and African Studies	*406*	*245*	60	82	**67**	**78**	2.9	⊖	87	**18**	**21**	2.7		97	**6**	**10**	1.8	
University of Oxford	*3,055*	*2,933*	96	97	**51**	**67**	0.8	⊖	97	**9**	**13**	0.7	⊖	98	**6**	**7**	0.5	
Oxford Brookes University	*2,400*	*1,757*	73	87	**72**	**88**	1.0	⊖	96	**19**	**28**	1.0	⊖	98	**6**	**13**	0.7	⊖
School of Pharmacy	*123*	*98*	80	95	**71**	**84**	4.2	⊖	91	**26**	**23**	4.5		99	**11**	**11**	3.2	
University of Plymouth	*3,527*	*2,521*	71	79	**91**	**90**	0.7		81	**25**	**29**	0.9	⊖	98	**10**	**14**	0.6	⊖
University of Portsmouth	*2,737*	*2,196*	80	88	**92**	**90**	0.7		88	**26**	**29**	1.0		99	**10**	**14**	0.7	⊖

⊕ / ⊖ Shows that the indicator is significantly better/worse than its benchmark

Table T1 a : Participation of under-represented groups in higher education

Young full-time first degree entrants 1999-2000

Institution	Total entrants	Number of young entrants	Percent entrants who are young	From state schools or colleges: Percent with known data	Percent from group	Bench-mark	Std dev		From Social Class IIIM, IV, V: Percent with known data	Percent from group	Bench-mark	Std dev		From low participation neighbourhoods: Percent with known data	Percent from group	Bench-mark	Std dev	
			%	%	%	%	%		%	%	%	%		%	%	%	%	
Queen Mary, University of London	*1,875*	*1,671*	89	92	**79**	**81**	1.0		92	**28**	**24**	1.1	⊕	99	**10**	**12**	0.8	
Ravensbourne College	*165*	*118*	72	88	**100**	**98**	2.6		81	**29**	**28**	4.4		97	**9**	**12**	2.8	
University of Reading	*2,180*	*1,921*	88	91	**78**	**82**	0.9	⊖	92	**17**	**22**	1.0	⊖	99	**8**	**11**	0.7	⊖
Rose Bruford College	*170*	*143*	84	83	**93**	**92**	2.8		88	**15**	**24**	3.5		99	**18**	**12**	3.0	
Royal Academy of Music	*61*	*56*	92	0					0					96	**6**	**10**	3.8	
Royal College of Music	*72*	*67*	93	0					0					100	**3**	**12**	3.1	
Royal Holloway, University of London	*1,157*	*1,049*	91	92	**75**	**82**	1.3	⊖	97	**18**	**22**	1.3		98	**7**	**11**	0.9	⊖
Royal Northern College of Music	*101*	*97*	96	0					0					94	**12**	**11**	3.1	
Royal Veterinary College	*124*	*117*	94	97	**61**	**60**	4.1		97	**10**	**12**	3.5		97	**4**	**7**	2.5	
St George's Hospital Medical School	*259*	*209*	81	97	**57**	**68**	3.1	⊖	95	**14**	**16**	2.7		99	**8**	**9**	2.0	
College of St Mark & St John	*666*	*439*	66	90	**94**	**92**	1.5		90	**34**	**32**	2.2		99	**15**	**15**	1.6	
St Martin's College	*1,067*	*785*	74	81	**96**	**92**	1.1	⊕	90	**33**	**31**	1.6		98	**16**	**15**	1.2	
St Mary's College	*605*	*548*	91	90	**92**	**89**	1.4		93	**32**	**28**	1.9		99	**9**	**14**	1.3	⊖
University of Salford	*2,843*	*2,001*	70	79	**95**	**90**	0.7	⊕	80	**33**	**29**	1.1		98	**18**	**14**	0.8	⊕
University of Sheffield	*3,307*	*3,051*	92	95	**81**	**76**	0.7	⊕	96	**17**	**18**	0.7		98	**10**	**9**	0.6	
Sheffield Hallam University	*4,671*	*3,624*	78	84	**92**	**89**	0.6	⊕	89	**30**	**29**	0.8		98	**15**	**14**	0.6	
University of Southampton	*3,594*	*3,116*	87	93	**77**	**81**	0.7	⊖	95	**17**	**21**	0.7	⊖	98	**6**	**10**	0.5	⊖
Southampton Institute	*3,115*	*2,133*	68	67	**93**	**92**	0.8		71	**28**	**31**	1.1		99	**10**	**15**	0.7	⊖
South Bank University	*2,491*	*1,122*	45	61	**93**	**92**	1.2		61	**34**	**32**	1.7		91	**12**	**16**	1.0	⊖
Staffordshire University	*3,216*	*2,514*	78	85	**97**	**92**	0.6	⊕	87	**35**	**31**	1.0	⊕	98	**17**	**15**	0.7	
University of Sunderland	*2,417*	*1,750*	72	85	**97**	**92**	0.7	⊕	96	**35**	**32**	1.1	⊕	98	**29**	**15**	1.0	⊕
The Surrey Inst of Art & Design Univ Col	*794*	*656*	83	92	**99**	**97**	1.1		89	**27**	**28**	1.8		98	**8**	**13**	1.2	⊖

⊕ / ⊖ Shows that the indicator is significantly better/worse than its benchmark

Table T1 a : Participation of under-represented groups in higher education

Young full-time first degree entrants 1999-2000

Institution	Total entrants	Number of young entrants	Percent entrants who are young	From state schools or colleges: Percent with known data	Percent from group	Bench-mark	Std dev		From Social Class IIIM, IV, V: Percent with known data	Percent from group	Bench-mark	Std dev		From low participation neighbourhoods: Percent with known data	Percent from group	Bench-mark	Std dev	
			%	%	%	%	%		%	%	%	%		%	%	%	%	
University of Surrey	*1,014*	*890*	88	92	**84**	**86**	1.2		94	**21**	**25**	1.4		99	**9**	**12**	1.0	⊖
University of Surrey Roehampton	*1,690*	*1,185*	70	85	**92**	**91**	1.0		89	**30**	**30**	1.3		98	**10**	**15**	0.9	⊖
University of Sussex	*1,647*	*1,351*	82	91	**83**	**80**	1.0		95	**16**	**21**	1.1	⊖	99	**6**	**11**	0.8	⊖
University of Teesside	*2,303*	*1,540*	67	75	**98**	**92**	0.8	⊕	88	**45**	**34**	1.2	⊕	98	**25**	**16**	1.0	⊕
Thames Valley University	*1,376*	*551*	40	51	**98**	**95**	1.6		55	**34**	**34**	2.5		97	**13**	**16**	1.4	
Trinity & All Saints	*655*	*586*	89	91	**93**	**88**	1.3	⊕	91	**28**	**27**	1.9		98	**15**	**14**	1.4	
Trinity College of Music	*88*	*79*	90	0					0					99	**8**	**11**	3.2	
University College London	*2,448*	*2,120*	87	93	**58**	**75**	1.0	⊖	93	**14**	**18**	0.9	⊖	98	**6**	**9**	0.6	
University of Warwick	*2,395*	*2,259*	94	94	**76**	**75**	0.8		96	**14**	**17**	0.8		99	**7**	**9**	0.6	
University of West of England, Bristol	*4,884*	*3,905*	80	80	**82**	**88**	0.6	⊖	83	**22**	**27**	0.7	⊖	98	**9**	**13**	0.5	⊖
University of Westminster	*2,951*	*1,881*	64	82	**92**	**92**	0.8		81	**38**	**32**	1.1	⊕	98	**11**	**14**	0.7	⊖
Westminster College, Oxford	*67*	*49*	73	82	**75**	**92**	5.8		92	**29**	**31**	6.3		100	**18**	**15**	4.9	
Wimbledon School of Art	*119*	*83*	70	90	**100**	**100**	3.0		90	**27**	**26**	5.0		98	**6**	**10**	3.2	
University of Wolverhampton	*3,529*	*2,277*	65	78	**98**	**93**	0.7	⊕	77	**45**	**32**	1.1	⊕	99	**23**	**15**	0.8	⊕
University College Worcester	*814*	*471*	58	76	**96**	**93**	1.5		92	**31**	**32**	2.1		98	**12**	**15**	1.5	
Writtle College	*221*	*140*	63	71	**86**	**82**	3.3		78	**21**	**20**	3.7		100	**11**	**10**	2.5	
Wye College, University of London	*126*	*104*	83	92	**73**	**79**	3.8		92	**17**	**21**	3.9		100	**6**	**10**	2.6	
University of York	*1,564*	*1,466*	94	95	**80**	**76**	1.0	⊕	96	**15**	**18**	1.0	⊖	98	**10**	**9**	0.8	
York St John College	*965*	*766*	79	90	**95**	**91**	1.1	⊕	92	**32**	**29**	1.7		93	**15**	**14**	1.3	

⊕ / ⊖ Shows that the indicator is significantly better/worse than its benchmark

Table T1 a : Participation of under-represented groups in higher education

Young full-time first degree entrants 1999-2000

Institution	Total entrants	Number of young entrants	Percent entrants who are young	From state schools or colleges: Percent with known data	Percent from group	Bench-mark	Std dev		From Social Class IIIM, IV, V: Percent with known data	Percent from group	Bench-mark	Std dev		From low participation neighbourhoods: Percent with known data	Percent from group	Bench-mark	Std dev	
			%	%	%	%	%		%	%	%	%		%	%	%	%	
Scotland																		
All Scottish Institutions	*28,413*	*22,741*	80	82	**84**				87	**24**				96	**18**			
University of Aberdeen	*1,910*	*1,597*	84	84	**81**	**82**	1.0		87	**20**	**23**	1.1	⊖	95	**13**	**12**	0.8	
University of Abertay Dundee	*1,334*	*852*	64	74	**98**	**92**	1.1	⊕	79	**40**	**31**	1.7	⊕	96	**28**	**15**	1.4	⊕
University of Dundee	*1,383*	*1,115*	81	78	**90**	**84**	1.1	⊕	85	**23**	**25**	1.3		95	**15**	**13**	1.0	
University of Edinburgh	*3,471*	*3,125*	90	94	**63**	**77**	0.8	⊖	95	**14**	**20**	0.7	⊖	97	**8**	**10**	0.5	
Edinburgh College of Art	*320*	*252*	79	37	**90**	**88**	3.3		90	**18**	**25**	2.7		94	**12**	**11**	2.1	
University of Glasgow	*3,829*	*3,398*	89	92	**85**	**80**	0.6	⊕	94	**21**	**22**	0.7		96	**16**	**11**	0.6	⊕
Glasgow Caledonian University	*2,607*	*1,897*	73	69	**96**	**91**	0.8	⊕	72	**36**	**30**	1.2	⊕	96	**27**	**15**	0.9	⊕
Glasgow School of Art	*515*	*358*	70	14	**72**	**79**	5.6		14	**22**	**20**	5.7		95	**18**	**12**	1.9	⊕
Heriot-Watt University	*1,027*	*908*	88	89	**90**	**86**	1.1	⊕	93	**26**	**26**	1.5		93	**18**	**13**	1.2	⊕
Napier University	*1,882*	*1,296*	69	64	**90**	**91**	1.1		87	**28**	**30**	1.3		97	**18**	**15**	1.0	⊕
Northern College of Education	*264*	*149*	56	79	**97**	**94**	2.6		89	**37**	**33**	3.9		97	**22**	**16**	3.0	
University of Paisley	*1,773*	*1,055*	60	77	**97**	**93**	1.0	⊕	87	**42**	**33**	1.5	⊕	98	**35**	**16**	1.3	⊕
Queen Margaret University College	*830*	*559*	67	85	**93**	**91**	1.4		95	**27**	**29**	1.9		95	**21**	**15**	1.6	⊕
Robert Gordon University	*1,729*	*1,401*	81	72	**92**	**89**	1.0		79	**30**	**29**	1.3		95	**15**	**14**	0.9	
Royal Scottish Academy of Music & Drama	*149*	*124*	83	0					0					96	**15**	**12**	2.9	
University of St Andrews	*1,104*	*1,022*	93	94	**59**	**77**	1.4	⊖	95	**13**	**19**	1.2	⊖	95	**8**	**10**	0.9	
University of Stirling	*1,318*	*1,087*	82	88	**91**	**89**	1.0		90	**27**	**29**	1.4		95	**21**	**14**	1.1	⊕
University of Strathclyde	*2,968*	*2,546*	86	91	**92**	**85**	0.6	⊕	93	**25**	**25**	0.9		96	**21**	**12**	0.7	⊕

⊕ / ⊖ Shows that the indicator is significantly better/worse than its benchmark

Table T1 a : Participation of under-represented groups in higher education

Young full-time first degree entrants 1999-2000

Institution	Total entrants	Number of young entrants	Percent entrants who are young	From state schools or colleges: Percent with known data	From state schools or colleges: Percent from group	From state schools or colleges: Benchmark	From state schools or colleges: Std dev		From Social Class IIIM, IV, V: Percent with known data	From Social Class IIIM, IV, V: Percent from group	From Social Class IIIM, IV, V: Benchmark	From Social Class IIIM, IV, V: Std dev		From low participation neighbourhoods: Percent with known data	From low participation neighbourhoods: Percent from group	From low participation neighbourhoods: Benchmark	From low participation neighbourhoods: Std dev	
			%	%	%	%	%		%	%	%	%		%	%	%	%	
Wales																		
All Welsh Institutions	*16,606*	*13,063*	79	84	**91**				86	**26**				98	**15**			
University of Glamorgan	*2,514*	*1,725*	69	68	**97**	**92**	0.8	⊕	68	**35**	**31**	1.3		96	**24**	**15**	0.9	⊕
University of Wales, Aberystwyth	*1,725*	*1,533*	89	94	**93**	**85**	0.8	⊕	95	**22**	**24**	1.1		99	**12**	**12**	0.8	
University of Wales, Bangor	*1,582*	*1,287*	81	93	**93**	**87**	0.9	⊕	93	**27**	**27**	1.2		99	**13**	**13**	0.9	
Cardiff University	*3,499*	*3,259*	93	93	**84**	**80**	0.6	⊕	95	**19**	**21**	0.7		98	**10**	**10**	0.5	
University of Wales, Lampeter	*330*	*191*	58	84	**88**	**85**	2.6		86	**31**	**27**	3.4		97	**16**	**14**	2.4	
University of Wales, Swansea	*1,888*	*1,677*	89	94	**88**	**84**	0.8	⊕	95	**23**	**24**	1.1		98	**13**	**12**	0.8	
University of Wales College of Medicine	*417*	*235*	56	41	**94**	**88**	3.1		40	**26**	**27**	4.3		98	**11**	**10**	2.1	
University of Wales Institute, Cardiff	*1,623*	*1,207*	74	82	**94**	**91**	1.0		84	**28**	**29**	1.4		98	**16**	**14**	1.0	
University of Wales College, Newport	*806*	*465*	58	75	**99**	**94**	1.4	⊕	77	**37**	**31**	2.4		95	**23**	**15**	1.7	⊕
North East Wales Institute	*796*	*463*	58	56	**99**	**94**	1.7	⊕	64	**44**	**32**	2.6	⊕	96	**18**	**15**	1.6	
Swansea Institute of Higher Education	*809*	*540*	67	74	**98**	**94**	1.4	⊕	78	**35**	**33**	2.2		99	**20**	**15**	1.5	⊕
Trinity College Carmarthen	*476*	*357*	75	64	**99**	**93**	1.8	⊕	83	**36**	**32**	2.6		94	**17**	**16**	1.9	
Welsh College of Music and Drama	*141*	*124*	88	86	**93**	**92**	3.0		92	**29**	**25**	4.0		100	**14**	**13**	2.9	
Northern Ireland																		
All Northern Ireland Institutions	*6,659*	*5,783*	87	87	**100**				86	**34**				84	**9**			
The Queen's University of Belfast	*3,020*	*2,768*	92	95	**100**	**80**	0.5	⊕	95	**30**	**21**	0.9	⊕	82	**8**	**10**	0.6	
St Mary's University College	*176*	*159*	90	0					0					90	**1**	**14**	2.1	⊖
Stranmillis University College	*235*	*215*	91	0					0					78	**7**	**15**	1.9	⊖
University of Ulster	*3,228*	*2,641*	92	91	**100**	**89**	0.5	⊕	86	**38**	**28**	0.9	⊕	86	**10**	**13**	0.7	

⊕ / ⊖ Shows that the indicator is significantly better/worse than its benchmark

Table T1 b : Participation of under-represented groups in higher education

Young full-time undergraduate entrants 1999-2000

Institution	Total entrants	Number of young entrants	Percent entrants who are young	From state schools or colleges: Percent with known data	Percent from group	Bench-mark	Std dev		From Social Class IIIM, IV, V: Percent with known data	Percent from group	Bench-mark	Std dev		From low participation neighbourhoods: Percent with known data	Percent from group	Bench-mark	Std dev	
			%	%	%	%	%		%	%	%	%		%	%	%	%	
UK																		
All UK Institutions	*328,646*	*244,018*	74	81	**86**				83	**26**				97	**13**			
England																		
All English Institutions	*268,853*	*197,984*	74	81	**85**				84	**26**				98	**12**			
Anglia Polytechnic University	*3,579*	*1,965*	55	61	**95**	**92**	0.8		68	**33**	**32**	1.2		98	**13**	**16**	0.7	
Aston University	*1,168*	*1,067*	91	91	**84**	**84**	1.1		93	**33**	**24**	1.4	⊕	99	**11**	**11**	1.0	
University of Bath	*1,654*	*1,513*	91	92	**80**	**80**	1.0		93	**19**	**21**	1.1		98	**7**	**10**	0.8	⊖
Bath Spa University College	*1,010*	*616*	61	77	**94**	**92**	1.3		89	**30**	**29**	1.9		99	**10**	**14**	1.2	⊖
University of Birmingham	*3,941*	*3,569*	91	94	**74**	**79**	0.7	⊖	95	**19**	**20**	0.7		98	**8**	**10**	0.5	
Bishop Grosseteste College	*234*	*197*	84	91	**98**	**92**	2.0		94	**30**	**30**	3.2		97	**16**	**14**	2.4	
Bolton Institute of Higher Education	*1,323*	*649*	49	58	**100**	**93**	1.3	⊕	62	**41**	**33**	2.3	⊕	98	**25**	**15**	1.5	⊕
Bournemouth University	*2,758*	*2,041*	74	76	**91**	**90**	0.8		82	**21**	**29**	1.0	⊖	99	**7**	**14**	0.7	⊖
University of Bradford	*1,706*	*1,318*	77	83	**91**	**88**	1.0	⊕	83	**33**	**27**	1.3	⊕	98	**14**	**14**	0.9	
Bretton Hall	*553*	*421*	76	88	**94**	**92**	1.6		92	**33**	**27**	2.2		96	**16**	**13**	1.7	
University of Brighton	*3,658*	*2,118*	58	69	**93**	**91**	0.8		86	**24**	**30**	1.0	⊖	97	**9**	**14**	0.7	⊖
University of Bristol	*2,936*	*2,695*	92	83	**57**	**73**	0.9	⊖	84	**11**	**16**	0.8	⊖	99	**5**	**8**	0.5	⊖
Brunel University	*2,763*	*2,104*	76	89	**85**	**87**	0.8		90	**30**	**27**	1.0		98	**9**	**13**	0.7	⊖
Buckinghamshire Chilterns University College	*2,239*	*1,458*	65	66	**97**	**95**	0.9		64	**32**	**33**	1.5		98	**12**	**16**	0.8	⊖
University of Cambridge	*2,895*	*2,744*	95	98	**52**	**65**	0.8	⊖	98	**9**	**12**	0.7	⊖	98	**6**	**7**	0.5	
Canterbury Christ Church University College	*1,678*	*1,015*	60	78	**95**	**92**	1.0		82	**27**	**31**	1.5		100	**7**	**15**	0.9	⊖
University of Central England in Birmingham	*3,872*	*2,455*	63	63	**96**	**92**	0.7	⊕	63	**39**	**31**	1.2	⊕	98	**18**	**15**	0.7	⊕
University of Central Lancashire	*5,128*	*3,228*	63	60	**96**	**92**	0.6	⊕	64	**34**	**31**	1.0	⊕	93	**18**	**16**	0.6	

⊕/⊖ Shows that the indicator is significantly better/worse than its benchmark

Table T1 b : Participation of under-represented groups in higher education

Young full-time undergraduate entrants 1999-2000

Institution	Total entrants	Number of young entrants	Percent entrants who are young	From state schools or colleges: Percent with known data	From state schools or colleges: Percent from group	From state schools or colleges: Bench-mark	From state schools or colleges: Std dev		From Social Class IIIM, IV, V: Percent with known data	From Social Class IIIM, IV, V: Percent from group	From Social Class IIIM, IV, V: Bench-mark	From Social Class IIIM, IV, V: Std dev		From low participation neighbourhoods: Percent with known data	From low participation neighbourhoods: Percent from group	From low participation neighbourhoods: Bench-mark	From low participation neighbourhoods: Std dev	
			%	%	%	%	%		%	%	%	%		%	%	%	%	
Central School of Speech and Drama	131	96	73	64	90	92	4.0		89	18	25	4.4		97	8	13	3.1	
Chester College of Higher Education	1,480	1,025	69	74	92	90	1.1		78	31	29	1.6		92	17	15	1.1	
University College Chichester	1,147	646	56	60	94	92	1.5		89	30	31	1.8		99	11	15	1.2	⊖
City University	1,410	944	67	79	78	86	1.4	⊖	80	28	25	1.6		97	8	13	1.0	⊖
Coventry University	3,307	2,470	75	81	94	92	0.7		85	37	32	1.0	⊕	99	16	15	0.7	
Cranfield University	228	189	83	59	89	89	3.0		59	21	30	3.8		96	13	13	2.4	
Cumbria College of Art & Design	230	167	73	83	98	97	2.3		84	39	33	3.8		99	21	16	2.8	
Dartington College of Arts	156	99	63	81	99	95	3.0		88	23	29	4.5		98	10	14	3.2	
De Montfort University	5,351	4,036	75	77	94	92	0.5		80	36	31	0.8	⊕	98	14	15	0.5	
University of Derby	3,223	2,202	68	75	97	92	0.7	⊕	77	34	32	1.1		97	15	15	0.7	
University of Durham	2,739	2,496	91	94	62	76	0.9	⊖	95	13	18	0.8	⊖	97	7	9	0.6	
University of East Anglia	1,972	1,490	76	88	88	82	0.9	⊕	90	20	23	1.1		99	7	12	0.8	⊖
University of East London	2,891	1,369	47	67	97	94	0.9	⊕	67	40	34	1.5	⊕	97	15	16	0.9	
Edge Hill College of Higher Education	1,638	1,015	62	79	98	92	1.0	⊕	78	35	31	1.6		98	23	16	1.2	⊕
University of Essex	1,104	920	83	92	91	86	1.1	⊕	93	24	26	1.5		99	11	13	1.0	
University of Exeter	2,119	1,904	90	90	69	80	1.0	⊖	95	15	21	0.9	⊖	99	5	10	0.6	⊖
Falmouth College of Arts	365	266	73	86	98	97	1.8		90	23	28	2.7		97	8	12	1.9	
University of Gloucestershire	2,140	1,587	74	78	95	92	0.8	⊕	88	27	31	1.2		98	12	15	0.8	
Goldsmiths College	1,118	701	63	86	86	86	1.4		90	20	24	1.6		98	8	12	1.1	⊖
University of Greenwich	3,353	2,049	61	64	95	92	0.8		71	34	33	1.2		98	13	15	0.7	
Harper Adams University College	388	321	83	74	80	84	2.2		83	16	24	2.3	⊖	98	4	10	1.5	⊖
University of Hertfordshire	3,934	2,711	69	75	96	92	0.6	⊕	78	35	32	1.0	⊕	98	12	15	0.6	

⊕/⊖ Shows that the indicator is significantly better/worse than its benchmark

Table T1 b : Participation of under-represented groups in higher education

Young full-time undergraduate entrants 1999-2000

Institution	Total entrants	Number of young entrants	Percent entrants who are young	From state schools or colleges: Percent with known data	From state schools or colleges: Percent from group	From state schools or colleges: Benchmark	From state schools or colleges: Std dev		From Social Class IIIM, IV, V: Percent with known data	From Social Class IIIM, IV, V: Percent from group	From Social Class IIIM, IV, V: Benchmark	From Social Class IIIM, IV, V: Std dev		From low participation neighbourhoods: Percent with known data	From low participation neighbourhoods: Percent from group	From low participation neighbourhoods: Benchmark	From low participation neighbourhoods: Std dev	
			%	%	%	%	%		%	%	%	%		%	%	%	%	
Homerton College, Cambridge	400	251	63	65	74	81	3.0		65	18	21	3.1		95	7	13	1.9	
University of Huddersfield	3,556	2,460	69	81	97	92	0.6	⊕	82	37	32	1.0	⊕	97	19	15	0.7	⊕
University of Hull	2,160	1,662	77	89	89	84	0.9	⊕	89	24	24	1.1		97	13	12	0.8	
Imperial College	1,473	1,386	94	96	60	73	1.2	⊖	95	17	17	1.1		98	6	8	0.8	
Keele University	1,438	1,190	83	87	89	84	1.0	⊕	88	22	24	1.3		99	14	12	1.0	
University of Kent at Canterbury	1,766	1,501	85	87	85	84	1.0		89	23	24	1.2		99	9	12	0.8	
Kent Institute of Art & Design	450	326	72	90	99	98	1.5		85	32	30	2.7		100	16	13	1.9	
King Alfred's College, Winchester	1,011	806	80	85	94	91	1.1		93	27	30	1.6		99	10	15	1.1	⊖
King's College London	2,829	2,164	76	84	66	76	1.0	⊖	87	19	19	0.9		99	8	11	0.6	
Kingston University	3,498	2,417	69	78	90	91	0.7		79	32	31	1.0		97	10	15	0.6	⊖
Lancaster University	2,020	1,868	92	94	89	81	0.8	⊕	94	22	22	1.0		97	11	11	0.8	
University of Leeds	5,128	4,696	92	90	71	77	0.6	⊖	91	16	20	0.6	⊖	98	8	10	0.4	
Leeds Metropolitan University	5,050	3,667	73	75	93	92	0.6		77	29	32	0.8		98	14	15	0.6	
University of Leicester	2,071	1,932	93	93	85	80	0.8	⊕	94	21	21	1.0		98	11	11	0.7	
University of Lincoln	2,555	1,767	69	81	97	92	0.7	⊕	87	36	32	1.1		96	17	15	0.8	
University of Liverpool	3,356	3,004	90	91	83	81	0.7		93	22	22	0.8		98	13	11	0.6	
Liverpool Hope	1,440	1,060	74	67	96	92	1.1	⊕	70	36	31	1.6	⊕	97	24	17	1.1	⊕
Liverpool John Moores University	4,626	3,346	72	71	94	90	0.6	⊕	73	34	29	0.9	⊕	96	21	14	0.6	⊕
University of London (Institutes and activities)	66	56	85	88	59	70	6.1		93	25	16	5.7		98	9	8	4.2	
London Sch of Economics & Political Sci	562	532	95	95	58	72	1.9	⊖	95	13	15	1.7		98	5	8	1.2	
London Guildhall University	2,605	1,487	57	78	93	93	0.9		72	38	33	1.4		98	12	16	0.8	⊖
The London Institute	2,029	1,307	64	81	97	96	0.8		81	26	29	1.3		97	9	13	0.9	⊖

⊕/⊖ Shows that the indicator is significantly better/worse than its benchmark

Table T1 b : Participation of under-represented groups in higher education

Young full-time undergraduate entrants 1999-2000

Institution	Total entrants	Number of young entrants	Percent entrants who are young	From state schools or colleges: Percent with known data	From state schools or colleges: Percent from group	From state schools or colleges: Bench-mark	From state schools or colleges: Std dev		From Social Class IIIM, IV, V: Percent with known data	From Social Class IIIM, IV, V: Percent from group	From Social Class IIIM, IV, V: Bench-mark	From Social Class IIIM, IV, V: Std dev		From low participation neighbourhoods: Percent with known data	From low participation neighbourhoods: Percent from group	From low participation neighbourhoods: Bench-mark	From low participation neighbourhoods: Std dev	
			%	%	%	%	%		%	%	%	%		%	%	%	%	
Loughborough University	*2,562*	*2,433*	95	95	**83**	**84**	0.7		95	**22**	**24**	0.9		98	**10**	**11**	0.6	
University of Luton	*1,834*	*1,129*	62	65	**99**	**93**	1.0	⊕	63	**39**	**34**	1.7		96	**17**	**16**	1.1	
University of Manchester	*4,762*	*3,937*	83	88	**74**	**78**	0.7	⊖	89	**18**	**20**	0.7		98	**10**	**10**	0.5	
UMIST	*1,233*	*1,135*	92	90	**80**	**83**	1.1		91	**24**	**24**	1.3		98	**12**	**11**	1.0	
Manchester Metropolitan University	*6,398*	*4,739*	74	77	**93**	**91**	0.5		77	**32**	**30**	0.7		98	**17**	**15**	0.5	
Middlesex University	*4,896*	*2,778*	57	74	**96**	**94**	0.6		72	**36**	**33**	1.0	⊕	97	**13**	**16**	0.6	
University of Newcastle	*2,641*	*2,469*	93	93	**67**	**79**	0.9	⊖	95	**16**	**20**	0.8	⊖	96	**10**	**10**	0.6	
Newman College	*349*	*259*	74	79	**97**	**93**	1.9		90	**45**	**32**	3.0	⊕	99	**25**	**16**	2.4	⊕
University College Northampton	*2,768*	*1,993*	72	74	**97**	**93**	0.7	⊕	77	**36**	**32**	1.1	⊕	98	**15**	**15**	0.8	
University of North London	*3,114*	*1,618*	52	57	**97**	**94**	0.9	⊕	62	**42**	**35**	1.4	⊕	98	**13**	**16**	0.8	
North Riding College	*447*	*298*	67	87	**97**	**93**	1.8		91	**33**	**30**	2.6		94	**18**	**15**	2.1	
Northern School of Contemporary Dance	*36*	*31*	86	0					0					97	**13**	**14**	5.7	
University of Northumbria at Newcastle	*5,415*	*3,690*	68	69	**90**	**90**	0.6		84	**30**	**30**	0.8		97	**20**	**14**	0.6	⊕
Norwich School of Art & Design	*245*	*173*	71	86	**100**	**94**	2.1		83	**29**	**28**	3.6		99	**11**	**14**	2.4	
University of Nottingham	*4,035*	*3,380*	84	89	**71**	**75**	0.7	⊖	90	**15**	**17**	0.7		98	**7**	**9**	0.5	
Nottingham Trent University	*5,297*	*3,957*	75	86	**92**	**89**	0.5		88	**27**	**28**	0.7		98	**13**	**13**	0.5	
School of Oriental and African Studies	*425*	*247*	58	81	**66**	**78**	2.9	⊖	87	**18**	**21**	2.8		96	**6**	**11**	1.9	
University of Oxford	*3,055*	*2,933*	96	97	**51**	**67**	0.8	⊖	97	**9**	**13**	0.7	⊖	98	**6**	**7**	0.5	
Oxford Brookes University	*2,579*	*1,846*	72	86	**73**	**88**	1.0	⊖	95	**19**	**29**	1.0	⊖	98	**6**	**14**	0.7	⊖
School of Pharmacy	*123*	*98*	80	95	**71**	**84**	4.2	⊖	91	**26**	**23**	4.5		99	**11**	**11**	3.3	
University of Plymouth	*5,206*	*3,356*	64	73	**92**	**91**	0.6		76	**27**	**30**	0.9	⊖	98	**10**	**15**	0.5	⊖
University of Portsmouth	*3,162*	*2,446*	77	85	**93**	**90**	0.7		85	**26**	**29**	0.9		99	**11**	**14**	0.6	⊖

⊕/⊖ Shows that the indicator is significantly better/worse than its benchmark

Table T1 b : Participation of under-represented groups in higher education

Young full-time undergraduate entrants 1999-2000

Institution	Total entrants	Number of young entrants	Percent entrants who are young	From state schools or colleges: Percent with known data	Percent from group	Bench-mark	Std dev		From Social Class IIIM, IV, V: Percent with known data	Percent from group	Bench-mark	Std dev		From low participation neighbourhoods: Percent with known data	Percent from group	Bench-mark	Std dev	
			%	%	%	%	%		%	%	%	%		%	%	%	%	
Queen Mary, University of London	*1,886*	*1,675*	89	92	**79**	**82**	0.9		92	**28**	**24**	1.1	⊕	99	**10**	**12**	0.8	
Ravensbourne College	*277*	*184*	66	83	**99**	**97**	2.1		78	**27**	**30**	3.6		98	**10**	**13**	2.3	
University of Reading	*2,189*	*1,922*	88	91	**78**	**82**	0.9	⊖	92	**17**	**22**	1.0	⊖	99	**8**	**11**	0.7	⊖
Rose Bruford College	*171*	*143*	84	83	**93**	**92**	2.8		88	**15**	**24**	3.5		99	**18**	**12**	3.0	
Royal Academy of Music	*61*	*56*	92	0					0					96	**6**	**10**	3.8	
Royal College of Music	*72*	*67*	93	0					0					100	**3**	**12**	3.2	
Royal Holloway, University of London	*1,190*	*1,081*	91	92	**75**	**82**	1.2	⊖	97	**18**	**22**	1.3		98	**7**	**11**	0.9	⊖
Royal Northern College of Music	*104*	*100*	96	0					0					93	**12**	**12**	3.1	
Royal Veterinary College	*124*	*117*	94	97	**61**	**60**	4.1		97	**10**	**12**	3.5		97	**4**	**7**	2.5	
St George's Hospital Medical School	*259*	*209*	81	97	**57**	**69**	3.1	⊖	95	**14**	**16**	2.7		99	**8**	**9**	2.1	
College of St Mark & St John	*666*	*439*	66	90	**94**	**92**	1.5		90	**34**	**32**	2.2		99	**15**	**15**	1.6	
St Martin's College	*1,278*	*869*	68	75	**96**	**92**	1.1	⊕	84	**33**	**31**	1.6		99	**17**	**15**	1.2	
St Mary's College	*605*	*548*	91	90	**92**	**89**	1.4		93	**32**	**28**	2.0		99	**9**	**14**	1.3	⊖
University of Salford	*3,849*	*2,506*	65	74	**95**	**91**	0.7	⊕	76	**34**	**30**	1.0		98	**18**	**15**	0.7	⊕
University of Sheffield	*4,090*	*3,315*	81	87	**81**	**76**	0.7	⊕	89	**17**	**18**	0.7		98	**11**	**10**	0.6	
Sheffield Hallam University	*5,584*	*4,311*	77	81	**93**	**90**	0.5	⊕	88	**31**	**30**	0.7		98	**16**	**14**	0.5	
University of Southampton	*4,111*	*3,326*	81	87	**77**	**81**	0.7	⊖	89	**17**	**22**	0.7	⊖	98	**7**	**11**	0.5	⊖
Southampton Institute	*3,941*	*2,763*	70	65	**93**	**93**	0.7		70	**28**	**32**	1.0		99	**10**	**15**	0.6	⊖
South Bank University	*3,518*	*1,544*	44	55	**94**	**93**	1.0		56	**35**	**34**	1.5		90	**12**	**16**	0.9	⊖
Staffordshire University	*3,889*	*2,891*	74	80	**97**	**92**	0.6	⊕	82	**35**	**32**	0.9	⊕	98	**18**	**15**	0.7	
University of Sunderland	*2,616*	*1,878*	72	84	**97**	**92**	0.7	⊕	96	**35**	**32**	1.1	⊕	98	**29**	**15**	0.9	⊕
The Surrey Inst of Art & Design Univ Col	*794*	*656*	83	92	**99**	**97**	1.1		89	**27**	**29**	1.8		98	**8**	**13**	1.2	⊖

⊕/⊖ Shows that the indicator is significantly better/worse than its benchmark

Table T1 b : Participation of under-represented groups in higher education

Young full-time undergraduate entrants 1999-2000

Institution	Total entrants	Number of young entrants	Percent entrants who are young	From state schools or colleges: Percent with known data	Percent from group	Bench-mark	Std dev		From Social Class IIIM, IV, V: Percent with known data	Percent from group	Bench-mark	Std dev		From low participation neighbourhoods: Percent with known data	Percent from group	Bench-mark	Std dev	
			%	%	%	%	%		%	%	%	%		%	%	%	%	
University of Surrey	*1,272*	*996*	78	82	**84**	**86**	1.2		84	**21**	**25**	1.4		98	**9**	**13**	1.0	⊖
University of Surrey Roehampton	*1,703*	*1,186*	70	85	**92**	**91**	1.0		89	**30**	**30**	1.3		98	**10**	**15**	0.9	⊖
University of Sussex	*1,667*	*1,351*	81	91	**83**	**80**	1.0		95	**16**	**22**	1.1	⊖	99	**6**	**11**	0.8	⊖
University of Teesside	*2,794*	*1,770*	63	74	**98**	**93**	0.8	⊕	87	**45**	**34**	1.2	⊕	98	**25**	**16**	0.9	⊕
Thames Valley University	*2,272*	*850*	37	46	**98**	**95**	1.4		48	**35**	**36**	2.2		96	**13**	**16**	1.1	
Trinity & All Saints	*655*	*586*	89	91	**93**	**88**	1.3	⊕	91	**28**	**27**	1.9		98	**15**	**14**	1.4	
Trinity College of Music	*88*	*79*	90	0					0					99	**8**	**12**	3.2	
University College London	*2,453*	*2,120*	86	93	**58**	**75**	1.0	⊖	93	**14**	**18**	0.9	⊖	98	**6**	**9**	0.6	
University of Warwick	*2,395*	*2,259*	94	94	**76**	**75**	0.8		96	**14**	**17**	0.8		99	**7**	**9**	0.6	
University of West of England, Bristol	*5,765*	*4,273*	74	76	**83**	**88**	0.6	⊖	79	**22**	**28**	0.7	⊖	98	**9**	**14**	0.5	⊖
University of Westminster	*2,986*	*1,900*	64	82	**92**	**92**	0.8		81	**38**	**32**	1.2	⊕	98	**11**	**15**	0.7	⊖
Westminster College, Oxford	*69*	*50*	72	82	**76**	**92**	5.7		92	**28**	**31**	6.2		100	**18**	**15**	4.8	
Wimbledon School of Art	*119*	*83*	70	90	**100**	**100**	3.0		90	**27**	**26**	5.0		98	**6**	**11**	3.2	
University of Wolverhampton	*4,639*	*2,841*	61	71	**98**	**93**	0.6	⊕	71	**47**	**33**	1.0	⊕	99	**23**	**16**	0.7	⊕
University College Worcester	*1,261*	*704*	56	74	**96**	**94**	1.2		87	**31**	**33**	1.8		98	**11**	**16**	1.2	
Writtle College	*338*	*213*	63	73	**88**	**86**	2.5		81	**24**	**24**	3.0		99	**9**	**10**	2.0	
Wye College, University of London	*126*	*104*	83	92	**73**	**80**	3.8		92	**17**	**22**	3.9		100	**6**	**10**	2.7	
University of York	*1,790*	*1,526*	85	91	**80**	**76**	1.0	⊕	92	**15**	**18**	1.1	⊖	96	**10**	**9**	0.8	
York St John College	*997*	*787*	79	87	**95**	**91**	1.1	⊕	90	**32**	**29**	1.7		92	**15**	**14**	1.3	

⊕/⊖ Shows that the indicator is significantly better/worse than its benchmark

Table T1 b : Participation of under-represented groups in higher education

Young full-time undergraduate entrants 1999-2000

Institution	Total entrants	Number of young entrants	Percent entrants who are young	From state schools or colleges: Percent with known data	Percent from group	Bench-mark	Std dev		From Social Class IIIM, IV, V: Percent with known data	Percent from group	Bench-mark	Std dev		From low participation neighbourhoods: Percent with known data	Percent from group	Bench-mark	Std dev	
			%	%	%	%	%		%	%	%	%		%	%	%	%	
Scotland																		
All Scottish Institutions	*32,237*	*24,571*	76	78	**84**				83	**25**				96	**18**			
University of Aberdeen	*1,913*	*1,598*	84	84	**81**	**82**	1.0		87	**20**	**24**	1.1	⊖	95	**13**	**12**	0.8	
University of Abertay Dundee	*1,424*	*920*	65	74	**98**	**92**	1.0	⊕	79	**39**	**32**	1.7	⊕	96	**27**	**15**	1.3	⊕
University of Dundee	*2,116*	*1,402*	66	62	**90**	**84**	1.1	⊕	68	**23**	**26**	1.3		95	**18**	**14**	0.9	
University of Edinburgh	*3,482*	*3,127*	90	94	**63**	**77**	0.8	⊖	95	**14**	**20**	0.7	⊖	97	**8**	**10**	0.5	
Edinburgh College of Art	*320*	*252*	79	37	**90**	**88**	3.3		90	**18**	**25**	2.7		94	**12**	**11**	2.1	
University of Glasgow	*3,865*	*3,398*	88	92	**85**	**80**	0.6	⊕	94	**21**	**22**	0.7		96	**16**	**11**	0.6	⊕
Glasgow Caledonian University	*3,152*	*2,249*	71	61	**96**	**91**	0.8	⊕	64	**36**	**30**	1.2	⊕	96	**28**	**16**	0.8	⊕
Glasgow School of Art	*557*	*358*	64	14	**72**	**79**	5.6		14	**22**	**20**	5.8		95	**18**	**12**	1.9	⊕
Heriot-Watt University	*1,071*	*933*	87	89	**90**	**86**	1.1	⊕	92	**27**	**27**	1.5		93	**18**	**13**	1.2	⊕
Napier University	*2,715*	*1,717*	63	58	**88**	**91**	1.0		78	**29**	**31**	1.2		97	**20**	**15**	0.9	⊕
Northern College of Education	*264*	*149*	56	79	**97**	**94**	2.5		89	**37**	**33**	3.9		97	**22**	**15**	3.0	
University of Paisley	*2,230*	*1,212*	54	68	**97**	**93**	0.9	⊕	78	**42**	**33**	1.5	⊕	98	**36**	**17**	1.2	⊕
Queen Margaret University College	*830*	*559*	67	85	**93**	**91**	1.4		95	**27**	**29**	1.9		95	**21**	**15**	1.6	⊕
Robert Gordon University	*2,310*	*1,788*	77	63	**92**	**89**	0.9		70	**31**	**30**	1.2		95	**17**	**15**	0.8	
Royal Scottish Academy of Music & Drama	*149*	*124*	83	0					0					96	**15**	**12**	2.9	
University of St Andrews	*1,177*	*1,028*	87	93	**59**	**77**	1.4	⊖	95	**13**	**19**	1.3	⊖	95	**8**	**10**	1.0	
University of Stirling	*1,667*	*1,209*	73	79	**91**	**89**	1.0		81	**27**	**29**	1.4		95	**23**	**15**	1.1	⊕
University of Strathclyde	*2,995*	*2,548*	85	91	**92**	**85**	0.6	⊕	93	**25**	**25**	0.9		96	**21**	**12**	0.7	⊕

⊕/⊖ Shows that the indicator is significantly better/worse than its benchmark

Table T1 b : Participation of under-represented groups in higher education

Young full-time undergraduate entrants 1999/2000

Institution	Total entrants	Number of young entrants	Percent entrants who are young	From state schools or colleges: Percent with known data	From state schools or colleges: Percent from group	From state schools or colleges: Bench-mark	From state schools or colleges: Std dev		From Social Class IIIM, IV, V: Percent with known data	From Social Class IIIM, IV, V: Percent from group	From Social Class IIIM, IV, V: Bench-mark	From Social Class IIIM, IV, V: Std dev		From low participation neighbourhoods: Percent with known data	From low participation neighbourhoods: Percent from group	From low participation neighbourhoods: Bench-mark	From low participation neighbourhoods: Std dev	
			%	%	%	%	%		%	%	%	%		%	%	%	%	
Wales																		
All Welsh Institutions	*19,802*	*14,925*	75	80	**91**				82	**27**				97	**16**			
University of Glamorgan	*3,571*	*2,347*	66	63	**97**	**92**	0.7	⊕	63	**36**	**32**	1.2		95	**25**	**16**	0.8	⊕
University of Wales, Aberystwyth	*1,808*	*1,601*	89	94	**93**	**86**	0.8	⊕	95	**22**	**25**	1.1		99	**12**	**12**	0.8	
University of Wales, Bangor	*1,817*	*1,378*	76	87	**93**	**88**	0.9	⊕	87	**27**	**27**	1.2		96	**13**	**13**	0.9	
Cardiff University	*3,505*	*3,259*	93	93	**84**	**80**	0.6	⊕	95	**19**	**21**	0.7		98	**10**	**10**	0.5	
University of Wales, Lampeter	*331*	*191*	58	84	**88**	**85**	2.6		86	**31**	**27**	3.4		97	**16**	**14**	2.4	
University of Wales, Swansea	*2,146*	*1,784*	83	89	**89**	**84**	0.8	⊕	90	**24**	**25**	1.1		98	**13**	**13**	0.8	
University of Wales College of Medicine	*664*	*333*	50	29	**94**	**88**	3.0		28	**26**	**27**	4.3		94	**15**	**14**	1.9	
University of Wales Institute, Cardiff	*2,031*	*1,528*	75	79	**94**	**92**	0.9		83	**30**	**31**	1.2		97	**17**	**14**	0.9	
University of Wales College, Newport	*962*	*548*	57	72	**99**	**94**	1.3	⊕	74	**38**	**32**	2.2		94	**24**	**15**	1.6	⊕
North East Wales Institute	*1,060*	*588*	55	50	**99**	**94**	1.5	⊕	57	**43**	**33**	2.5	⊕	96	**19**	**16**	1.5	
Swansea Institute of Higher Education	*1,232*	*874*	71	74	**98**	**95**	1.1	⊕	76	**36**	**34**	1.8		99	**20**	**15**	1.2	⊕
Trinity College Carmarthen	*476*	*357*	75	64	**99**	**93**	1.7	⊕	83	**36**	**32**	2.6		94	**17**	**16**	1.9	
Welsh College of Music and Drama	*199*	*137*	69	85	**93**	**92**	2.8		89	**32**	**26**	4.0		98	**15**	**13**	2.9	
Northern Ireland																		
All Northern Ireland Institutions	*7,754*	*6,538*	84	82	**100**				81	**34**				83	**9**			
The Queen's University of Belfast	*3,481*	*3,023*	87	87	**100**	**80**	0.5	⊕	87	**30**	**21**	0.9	⊕	82	**9**	**11**	0.6	
St Mary's University College	*176*	*159*	90	0					0					90	**1**	**14**	2.1	⊖
Stranmillis University College	*235*	*215*	91	0					0					78	**7**	**15**	1.9	⊖
University of Ulster	*3,862*	*3,141*	87	87	**100**	**90**	0.5	⊕	84	**38**	**29**	0.9	⊕	85	**11**	**13**	0.6	

⊕/⊖ Shows that the indicator is significantly better/worse than its benchmark

Table T2

Participation of under-represented groups in higher education

a. Mature full-time undergraduate entrants 1999-2000

b. Part-time undergraduate entrants 1999-2000

1. This table provides an indicator of access to higher education for mature full-time, and all part-time, undergraduates who entered an institution during the 1999-2000 academic year. Most entrants will be in the first year of a course, but some will be in later years, possibly because they have transferred from another HEI, or have relevant prior experience.

2. Part (a) of the table provides the indicator, and related statistics, for mature full-time entrants, split between first degree entrants and all undergraduate entrants. Part (b) gives similar information for part-time entrants, split by young and mature.

3. The indicator used is the percentage of entrants who come from low participation neighbourhoods, and have no previous HE qualification. While this omits many mature students who are transferring directly from an HND course onto a degree course, such students would generally be picked up on entry to the HND, and omitting them at this stage prevents double counting. (Definitions of all terms can be found in Annex A. A full description of, and discussion about, low participation neighbourhoods is provided in Annex A2.)

4. Table T2a gives the total number of entrants to full-time undergraduate courses, and how many of these, and what percentage, are mature. Table T2b gives the total number of part-time entrants, the number and percentage of these who are young, and the number and percentage who are mature. In both parts of the table, the percentage of students for whom the requisite data are available is shown under 'Percent with known data'. The indicator (percent in group) is followed by the adjusted sector benchmark, with which it should generally be compared, and the standard deviation. Institutions where the difference between the indicator and the benchmark is significant have been marked as described in paragraph 20.

5. A number of institutions in part (a) of the table have very few mature students for whom data are available, and in part (b) some have very few young students. Care should be taken in interpreting percentages in these cases. For a few institutions with particularly low numbers, the percentages have been omitted completely.

6. The total of UK entrants in Table T2a is slightly different from the total in Table T1, as some institutions are included in one table but not in the other.

Table T2 a : Participation of under-represented groups in higher education

Mature full-time undergraduate entrants 1999-2000

Institution	First degree entrants: Total degree entrants	Number of mature entrants	Percent entrants who are mature	Percent with known data	No previous HE & from low part. neighb'd	Bench-mark	Std dev		All undergraduate entrants: Total UG entrants	Number of mature entrants	Percent entrants who are mature	Percent with known data	No previous HE & from low part. neighb'd	Bench-mark	Std dev	
			%	%	%	%	%				%	%	%	%	%	
UK																
All UK Institutions	*280,958*	*61,170*	22	91	**14**				*328,665*	*84,647*		88	**15**			
England																
All English Institutions	*229,280*	*51,079*	22	92	**14**				*268,872*	*70,888*	26	89	**15**			
Anglia Polytechnic University	*2,462*	*1,019*	41	94	**9**	**13**	1.0	⊖	*3,579*	*1614*	45	93	**10**	**15**	0.8	⊖
Aston University	*1,168*	*101*	9	99	**20**	**17**	3.4		*1,168*	*101*	9	99	**20**	**18**	3.5	
University of Bath	*1,407*	*73*	5	96	**11**	**14**	3.7		*1,654*	*141*	9	95	**12**	**15**	2.8	
Bath Spa University College	*953*	*379*	40	96	**12**	**17**	1.7		*1,010*	*394*	39	95	**13**	**17**	1.7	
University of Birmingham	*3,888*	*323*	8	95	**20**	**16**	2.0		*3,941*	*372*	9	94	**18**	**14**	1.8	
Bishop Grosseteste College	*234*	*37*	16	100	**8**	**14**	5.0		*234*	*37*	16	100	**8**	**14**	5.1	
Bolton Institute of Higher Education	*1,154*	*584*	51	94	**21**	**13**	1.5	⊕	*1,323*	*674*	51	94	**22**	**14**	1.4	⊕
Bournemouth University	*2,061*	*378*	18	96	**8**	**14**	1.6	⊖	*2,758*	*717*	26	96	**10**	**18**	1.2	⊖
University of Bradford	*1,476*	*244*	17	98	**20**	**14**	2.3		*1,706*	*388*	23	96	**23**	**17**	1.9	
Bretton Hall	*535*	*114*	21	86	**21**	**14**	3.6		*553*	*132*	24	77	**22**	**13**	3.5	
University of Brighton	*2,725*	*985*	36	97	**7**	**13**	0.9	⊖	*3,658*	*1540*	42	96	**6**	**12**	0.8	⊖
University of Bristol	*2,920*	*225*	8	96	**8**	**13**	1.9		*2,936*	*241*	8	90	**9**	**13**	2.0	
Brunel University	*2,679*	*639*	24	96	**7**	**13**	1.2	⊖	*2,763*	*659*	24	97	**7**	**14**	1.2	⊖
Buckinghamshire Chilterns University College	*1,598*	*490*	31	97	**7**	**9**	1.4		*2,239*	*781*	35	97	**9**	**13**	1.1	
University of Cambridge	*2,870*	*126*	4	88	**4**	**9**	2.5		*2,895*	*151*	5	81	**3**	**8**	2.5	
Canterbury Christ Church University College	*1,219*	*344*	28	98	**9**	**13**	1.7		*1,678*	*663*	40	97	**11**	**15**	1.3	
University of Central England in Birmingham	*2,535*	*746*	29	96	**15**	**13**	1.2		*3,872*	*1417*	37	95	**19**	**15**	1.0	⊕
University of Central Lancashire	*4,002*	*1,342*	34	74	**23**	**20**	1.1		*5,128*	*1900*	37	68	**24**	**21**	1.0	⊕

⊕/⊖ Shows that the indicator is significantly better/worse than its benchmark

Table T2 a : Participation of under-represented groups in higher education

Mature full-time undergraduate entrants 1999-2000

Institution	First degree entrants: Total degree entrants	Number of mature entrants	Percent entrants who are mature	Percent with known data	No previous HE & from low part. neighb'd	Bench-mark	Std dev		All undergraduate entrants: Total UG entrants	Number of mature entrants	Percent entrants who are mature	Percent with known data	No previous HE & from low part. neighb'd	Bench-mark	Std dev	
			%	%	%	%	%				%	%	%	%	%	
Central School of Speech and Drama	131	35	27	100	6	13	4.9		131	35	27	100	6	13	5.0	
Chester College of Higher Education	929	131	14	98	23	17	3.1		1,480	455	31	64	24	18	2.2	
University College Chichester	1,131	495	44	99	11	19	1.5	⊖	1,147	501	44	99	11	20	1.5	⊖
City University	1,089	249	23	97	6	12	1.8	⊖	1,410	466	33	95	8	14	1.5	⊖
Coventry University	2,728	591	22	97	17	14	1.4		3,307	837	25	96	18	15	1.2	
Cranfield University	228	39	17	95	14	10	5.2		228	39	17	95	14	11	5.2	
Cumbria College of Art & Design	205	56	27	96	17	14	4.5		230	63	27	97	15	14	4.2	
Dartington College of Arts	156	57	37	95	13	12	4.4		156	57	37	95	13	12	4.5	
De Montfort University	4,298	917	21	83	15	16	1.2		5,351	1315	25	80	16	17	1.1	
University of Derby	2,868	947	33	90	19	16	1.2		3,223	1021	32	89	19	16	1.2	
University of Durham	2,735	240	9	94	26	18	2.5	⊕	2,739	243	9	94	25	18	2.5	⊕
University of East Anglia	1,698	281	17	99	12	14	1.9		1,972	482	24	97	10	15	1.5	⊖
University of East London	2,539	1,333	53	85	17	16	1.0		2,891	1522	53	84	17	17	1.0	
Edge Hill College of Higher Education	1,168	253	22	98	22	16	2.3		1,638	623	38	91	33	20	1.7	⊕
University of Essex	1,101	181	16	98	13	17	2.4		1,104	184	17	97	13	17	2.4	
University of Exeter	1,994	174	9	98	4	13	2.1	⊖	2,119	215	10	98	7	14	2.1	⊖
Falmouth College of Arts	365	99	27	96	9	13	3.2		365	99	27	96	9	13	3.3	
University of Gloucestershire	1,849	453	24	97	8	13	1.4	⊖	2,140	553	26	93	9	14	1.4	⊖
Goldsmiths College	1,080	381	35	98	10	18	1.6	⊖	1,118	417	37	98	11	18	1.6	⊖
University of Greenwich	2,530	899	36	94	13	15	1.1		3,353	1304	39	92	14	17	1.0	
Harper Adams University College	226	34	15	97	0	4	4.2		388	67	17	94	2	9	3.3	

⊕/⊖ Shows that the indicator is significantly better/worse than its benchmark

Table T2 a : Participation of under-represented groups in higher education

Mature full-time undergraduate entrants 1999-2000

Institution	First degree entrants: Total degree entrants	Number of mature entrants	Percent entrants who are mature	Percent with known data	No previous HE & from low part. neighb'd	Bench-mark	Std dev		All undergraduate entrants: Total UG entrants	Number of mature entrants	Percent entrants who are mature	Percent with known data	No previous HE & from low part. neighb'd	Bench-mark	Std dev	
			%	%	%	%	%				%	%	%	%	%	
University of Hertfordshire	2,879	855	30	96	11	14	1.1		3,934	1223	31	95	13	16	1.0	
Homerton College, Cambridge	215	28	13	89	4	7	5.3		400	149	37	92	12	16	2.8	
University of Huddersfield	2,921	767	26	97	18	12	1.3	⊕	3,556	1096	31	95	18	13	1.1	⊕
University of Hull	1,869	283	15	78	22	18	2.4		2,160	498	23	59	22	18	2.1	
Imperial College	1,462	81	6	98	3	8	2.9		1,473	87	6	98	4	8	2.9	
Keele University	1,213	81	7	90	14	17	3.7		1,438	248	17	50	11	14	2.9	
University of Kent at Canterbury	1,651	230	14	98	16	16	2.2		1,766	265	15	98	18	16	2.2	
Kent Institute of Art & Design	364	94	26	93	8	13	3.2		450	124	28	92	8	12	2.9	
King Alfred's College, Winchester	955	197	21	96	9	17	2.2	⊖	1,011	205	20	96	9	17	2.2	⊖
King's College London	2,356	348	15	95	4	8	1.5		2,829	665	24	96	7	11	1.2	⊖
Kingston University	3,162	983	31	93	10	13	1.0	⊖	3,498	1081	31	92	10	15	1.0	⊖
Lancaster University	2,019	151	7	88	13	15	2.7		2,020	152	8	88	13	15	2.8	
University of Leeds	4,787	293	6	90	17	14	2.0		5,128	432	8	61	17	15	2.1	
Leeds Metropolitan University	4,285	1,148	27	67	13	13	1.2		5,050	1383	27	67	13	14	1.1	
University of Leicester	2,065	139	7	99	18	13	2.8		2,071	139	7	99	18	13	2.9	
University of Lincoln	2,003	617	31	97	14	12	1.3		2,555	788	31	95	16	13	1.2	
University of Liverpool	3,343	339	10	88	18	13	2.0		3,356	352	10	87	18	13	1.9	
Liverpool Hope	1,243	334	27	88	37	21	2.4	⊕	1,440	380	26	84	36	21	2.3	⊕
Liverpool John Moores University	3,780	879	23	93	25	15	1.3	⊕	4,626	1280	28	91	27	16	1.1	⊕
University of London (Institutes and activities)	65	9	14	100	0	16	8.4		66	10	15	100	0	14	8.2	
London Sch of Economics & Political Sci	562	30	5	100	0	16	4.6	⊖	562	30	5	100	0	16	4.8	⊖

⊕/⊖ Shows that the indicator is significantly better/worse than its benchmark

Table T2 a : Participation of under-represented groups in higher education

Mature full-time undergraduate entrants 1999-2000

Institution	First degree entrants: Total degree entrants	Number of mature entrants	Percent entrants who are mature	Percent with known data	No previous HE & from low part. neighb'd	Bench-mark	Std dev		All undergraduate entrants: Total UG entrants	Number of mature entrants	Percent entrants who are mature	Percent with known data	No previous HE & from low part. neighb'd	Bench-mark	Std dev	
			%	%	%	%	%				%	%	%	%	%	
London Guildhall University	2,151	916	43	92	9	16	1.1	⊖	2,605	1118	43	88	9	16	1.0	⊖
The London Institute	1,532	552	36	93	6	13	1.3	⊖	2,029	722	36	91	8	13	1.2	⊖
Loughborough University	2,562	129	5	98	11	13	2.8		2,562	129	5	98	11	13	2.8	
University of Luton	1,133	361	32	76	22	18	2.2		1,834	705	38	71	21	20	1.6	
University of Manchester	4,255	455	11	72	13	11	1.7		4,762	825	17	73	15	13	1.4	
UMIST	1,233	98	8	97	19	12	3.4		1,233	98	8	97	19	12	3.4	
Manchester Metropolitan University	5,856	1,536	26	92	15	11	0.9	⊕	6,398	1659	26	92	16	12	0.9	⊕
Middlesex University	3,802	1,385	36	95	11	17	0.9	⊖	4,896	2118	43	90	12	18	0.8	⊖
University of Newcastle	2,628	159	6	96	18	13	2.7		2,641	172	7	95	16	12	2.6	
Newman College	349	90	26	99	21	23	3.9		349	90	26	99	21	23	3.9	
University College Northampton	2,194	562	26	97	15	14	1.4		2,768	775	28	96	18	15	1.3	
University of North London	2,649	1,297	49	97	10	15	0.9	⊖	3,114	1496	48	96	9	16	0.8	⊖
North Riding College	447	149	33	93	13	16	2.8		447	149	33	93	13	16	2.8	
Northern School of Contemporary Dance	36	5	14	100	20	13	14.1		36	5	14	100	20	14	14.3	
University of Northumbria at Newcastle	4,525	1,211	27	81	19	13	1.1	⊕	5,415	1725	32	79	22	14	1.0	⊕
Norwich School of Art & Design	211	67	32	100	4	12	3.4		245	72	29	100	6	12	3.5	
University of Nottingham	3,305	150	5	98	15	14	2.7		4,035	655	16	96	21	20	1.4	
Nottingham Trent University	4,206	644	15	96	18	13	1.4	⊕	5,297	1340	25	97	11	8	0.9	
School of Oriental and African Studies	406	161	40	96	7	15	2.4	⊖	425	178	42	92	7	15	2.4	⊖
University of Oxford	3,055	122	4	93	2	4	2.4		3,055	122	4	93	2	4	2.5	
Oxford Brookes University	2,400	643	27	95	10	14	1.3		2,579	733	28	95	10	14	1.2	⊖
School of Pharmacy	123	25	20	96	0	7	5.1		123	25	20	96	0	9	5.3	
University of Plymouth	3,527	1,006	29	84	10	15	1.1	⊖	5,206	1850	36	82	11	16	0.8	⊖

⊕/⊖ Shows that the indicator is significantly better/worse than its benchmark

Table T2 a : Participation of under-represented groups in higher education

Mature full-time undergraduate entrants 1999-2000

Institution	First degree entrants: Total degree entrants	Number of mature entrants	Percent entrants who are mature	Percent with known data	No previous HE & from low part. neighb'd	Bench-mark	Std dev		All undergraduate entrants: Total UG entrants	Number of mature entrants	Percent entrants who are mature	Percent with known data	No previous HE & from low part. neighb'd	Bench-mark	Std dev	
			%	%	%	%	%				%	%	%	%	%	
University of Portsmouth	2,737	541	20	99	12	15	1.4		3,162	716	23	98	13	15	1.3	
Queen Mary, University of London	1,875	204	11	92	9	17	2.2	⊖	1,886	211	11	89	9	17	2.2	⊖
Ravensbourne College	165	47	28	100	17	10	5.0		277	93	34	98	12	12	3.4	
RCN Institute	19	19	100	89	0	0	6.1		19	19	100	89	0	0	6.3	
University of Reading	2,180	259	12	97	10	15	1.9		2,189	267	12	97	10	16	2.0	
Rose Bruford College	170	27	16	96	4	12	5.4		171	28	16	93	4	12	5.5	
Royal Academy of Music	61	5	8	80					61	5	8	80				
Royal College of Music	72	5	7	100	0	13	11.3		72	5	7	100	0	14	11.6	
Royal Holloway, University of London	1,157	108	9	98	11	18	3.1		1,190	109	9	98	11	18	3.1	
Royal Northern College of Music	101	4	4	100					104	4	4	100				
Royal Veterinary College	124	7	6	100	0	2	9.5		124	7	6	100	0	2	9.8	
St George's Hospital Medical School	259	50	19	98	0	7	3.5		259	50	19	98	0	8	3.7	
College of St Mark & St John	666	227	34	98	18	18	2.4		666	227	34	98	18	18	2.4	
St Martin's College	1,067	282	26	99	17	15	2.0		1,278	409	32	98	20	17	1.8	
St Mary's College	605	57	9	95	9	19	4.2		605	57	9	95	9	19	4.3	
University of Salford	2,843	842	30	93	22	15	1.3	⊕	3,849	1343	35	82	21	14	1.1	⊕
University of Sheffield	3,307	256	8	90	16	14	2.1		4,090	775	19	91	25	18	1.4	⊕
Sheffield Hallam University	4,671	1,047	22	94	17	13	1.1	⊕	5,584	1273	23	94	19	14	1.0	⊕
University of Southampton	3,594	478	13	78	11	17	1.7	⊖	4,111	785	19	47	11	18	1.7	⊖
Southampton Institute	3,115	982	32	95	9	16	1.0	⊖	3,941	1178	30	95	9	16	0.9	⊖
South Bank University	2,491	1,369	55	84	9	14	0.9	⊖	3,518	1974	56	83	9	15	0.8	⊖
Staffordshire University	3,216	702	22	88	21	15	1.4	⊕	3,889	998	26	90	20	16	1.2	⊕
University of Sunderland	2,417	667	28	96	30	13	1.5	⊕	2,616	738	28	95	30	13	1.4	⊕
The Surrey Inst of Art & Design Univ Col	794	138	17	98	7	12	2.6		794	138	17	98	7	12	2.6	

64

⊕/⊖ Shows that the indicator is significantly better/worse than its benchmark

Table T2 a : Participation of under-represented groups in higher education

Mature full-time undergraduate entrants 1999-2000

Institution	First degree entrants: Total degree entrants	Number of mature entrants	Percent entrants who are mature	Percent with known data	No previous HE & from low part. neighb'd	Bench-mark	Std dev		All undergraduate entrants: Total UG entrants	Number of mature entrants	Percent entrants who are mature	Percent with known data	No previous HE & from low part. neighb'd	Bench-mark	Std dev	
			%	%	%	%	%				%	%	%	%	%	
University of Surrey	1,014	124	12	96	11	15	2.8		1,272	276	22	94	13	17	2.1	
University of Surrey Roehampton	1,690	505	30	96	9	18	1.4	⊖	1,703	517	30	96	9	18	1.4	⊖
University of Sussex	1,647	296	18	98	7	20	1.8	⊖	1,667	316	19	97	7	20	1.8	⊖
University of Teesside	2,303	763	33	93	21	13	1.3	⊕	2,794	1024	37	93	22	14	1.2	⊕
Thames Valley University	1,376	825	60	96	7	10	1.0	⊖	2,272	1422	63	93	8	14	0.9	⊖
Trinity & All Saints	655	69	11	99	21	17	4.1		655	69	11	99	21	17	4.2	
Trinity College of Music	88	9	10	100	0	9	8.4		88	9	10	100	0	9	8.7	
University College London	2,448	328	13	71	8	11	1.9		2,453	333	14	71	8	11	1.9	
University of Warwick	2,395	136	6	74	23	19	3.6		2,395	136	6	74	23	19	3.6	
University of West of England, Bristol	4,884	979	20	92	8	15	1.0	⊖	5,765	1492	26	90	10	17	0.9	⊖
University of Westminster	2,951	1,070	36	96	8	15	0.9	⊖	2,986	1086	36	96	8	16	1.0	⊖
Westminster College, Oxford	67	18	27	89	13	12	7.6		69	19	28	89	12	12	7.5	
Wimbledon School of Art	119	36	30	97	6	10	5.0		119	36	30	97	6	10	5.1	
University of Wolverhampton	3,529	1,252	35	97	18	13	1.0	⊕	4,639	1798	39	97	21	15	0.9	⊕
University College Worcester	814	343	42	97	12	16	1.7		1,261	557	44	97	11	15	1.4	
Writtle College	221	81	37	99	1	7	2.7		338	125	37	97	2	9	2.3	
Wye College, University of London	126	22	17	100	9	11	6.3		126	22	17	100	9	11	6.4	
University of York	1,564	98	6	71	11	11	3.6		1,790	264	15	71	4	4	2.0	
York St John College	965	199	21	75	11	14	2.5		997	210	21	74	11	14	2.5	

⊕/⊖ Shows that the indicator is significantly better/worse than its benchmark

Table T2 a : Participation of under-represented groups in higher education

Mature full-time undergraduate entrants 1999-2000

Institution	First degree entrants: Total degree entrants	Number of mature entrants	Percent entrants who are mature	Percent with known data	No previous HE & from low part. neighb'd	Bench-mark	Std dev		All undergraduate entrants: Total UG entrants	Number of mature entrants	Percent entrants who are mature	Percent with known data	No previous HE & from low part. neighb'd	Bench-mark	Std dev	
			%	%	%	%	%				%	%	%	%	%	
Scotland																
All Scottish Institutions	*28,413*	*5,672*	20	89	**13**				*32,237*	*7,666*	24	83	**15**			
University of Aberdeen	*1,910*	*313*	16	90	**18**	**14**	2.0		*1,913*	*315*	16	90	**18**	**14**	2.0	
University of Abertay Dundee	*1,334*	*482*	36	74	**34**	**20**	2.1	⊕	*1,424*	*504*	35	74	**35**	**19**	2.1	⊕
University of Dundee	*1,383*	*268*	19	96	**11**	**10**	1.9		*2,116*	*714*	34	93	**26**	**17**	1.4	⊕
University of Edinburgh	*3,471*	*346*	10	91	**11**	**12**	1.8		*3,482*	*355*	10	91	**11**	**12**	1.8	
Edinburgh College of Art	*320*	*68*	21	94	**14**	**6**	3.9		*320*	*68*	21	94	**14**	**6**	4.0	
University of Glasgow	*3,829*	*431*	11	87	**22**	**14**	1.8	⊕	*3,865*	*467*	12	86	**23**	**14**	1.8	⊕
Glasgow Caledonian University	*2,607*	*710*	27	96	**7**	**4**	1.1		*3,152*	*903*	29	92	**8**	**5**	1.0	
Glasgow School of Art	*515*	*157*	30	84	**17**	**10**	2.7		*557*	*199*	36	86	**13**	**8**	2.3	
Heriot-Watt University	*1,027*	*119*	12	94	**10**	**8**	2.8		*1,071*	*138*	13	95	**11**	**8**	2.7	
Napier University	*1,882*	*586*	31	80	**10**	**12**	1.4		*2,715*	*998*	37	74	**12**	**13**	1.2	
Northern College of Education	*264*	*115*	44	93	**12**	**13**	3.0		*264*	*115*	44	93	**12**	**13**	3.1	
University of Paisley	*1,773*	*718*	40	97	**5**	**3**	1.0		*2,230*	*1018*	46	81	**7**	**4**	1.0	⊕
Queen Margaret University College	*830*	*271*	33	97	**6**	**6**	1.8		*830*	*271*	33	97	**6**	**6**	1.8	
Robert Gordon University	*1,729*	*328*	19	97	**9**	**7**	1.6		*2,310*	*522*	23	94	**13**	**10**	1.5	
Royal Scottish Academy of Music & Drama	*149*	*25*	17	92	**17**	**10**	6.8		*149*	*25*	17	92	**17**	**11**	6.9	
University of St Andrews	*1,104*	*82*	7	99	**14**	**14**	3.4		*1,177*	*149*	13	55	**13**	**13**	3.5	
University of Stirling	*1,318*	*231*	18	74	**21**	**13**	2.7		*1,667*	*458*	27	55	**33**	**17**	2.5	⊕
University of Strathclyde	*2,968*	*422*	14	86	**16**	**10**	1.7	⊕	*2,995*	*447*	15	83	**16**	**10**	1.7	⊕

⊕/⊖ Shows that the indicator is significantly better/worse than its benchmark

Table T2 a : Participation of under-represented groups in higher education

Mature full-time undergraduate entrants 1999-2000

Institution	First degree entrants: Total degree entrants	Number of mature entrants	Percent entrants who are mature	Percent with known data	No previous HE & from low part. neighb'd	Bench-mark	Std dev		All undergraduate entrants: Total UG entrants	Number of mature entrants	Percent entrants who are mature	Percent with known data	No previous HE & from low part. neighb'd	Bench-mark	Std dev	
			%	%	%	%	%				%	%	%	%	%	
Wales																
All Welsh Institutions	*16,606*	*3,543*	21	84	**17**				*19,802*	*4,877*	25	81	**18**			
University of Glamorgan	*2,514*	*789*	31	57	**22**	**14**	1.7	⊕	*3,571*	*1224*	34	60	**24**	**15**	1.4	⊕
University of Wales, Aberystwyth	*1,725*	*192*	11	95	**16**	**18**	2.4		*1,808*	*207*	11	96	**17**	**18**	2.3	
University of Wales, Bangor	*1,582*	*295*	19	90	**17**	**21**	2.1		*1,817*	*439*	24	78	**19**	**23**	1.9	
Cardiff University	*3,499*	*240*	7	90	**18**	**14**	2.3		*3,505*	*246*	7	88	**18**	**15**	2.3	
University of Wales, Lampeter	*330*	*139*	42	99	**7**	**15**	2.5	⊖	*331*	*140*	42	99	**7**	**15**	2.5	⊖
University of Wales, Swansea	*1,888*	*211*	11	97	**20**	**17**	2.4		*2,146*	*362*	17	94	**21**	**18**	2.0	
University of Wales College of Medicine	*417*	*182*	44	88	**3**	**5**	2.0		*664*	*331*	50	84	**11**	**13**	1.9	
University of Wales Institute, Cardiff	*1,623*	*416*	26	89	**15**	**11**	1.7		*2,031*	*503*	25	90	**15**	**12**	1.6	
University of Wales College, Newport	*806*	*341*	42	92	**22**	**15**	2.0	⊕	*962*	*414*	43	89	**22**	**15**	1.9	⊕
North East Wales Institute	*796*	*333*	42	89	**18**	**13**	2.0		*1,060*	*472*	45	85	**19**	**14**	1.7	
Swansea Institute of Higher Education	*809*	*269*	33	95	**15**	**12**	2.0		*1,232*	*358*	29	96	**16**	**14**	1.8	
Trinity College Carmarthen	*476*	*119*	25	88	**23**	**19**	3.5		*476*	*119*	25	88	**23**	**19**	3.5	
Welsh College of Music and Drama	*141*	*17*	12	100	**12**	**10**	7.7		*199*	*62*	31	92	**14**	**9**	4.5	
Northern Ireland																
All Northern Ireland Institutions	*6,659*	*876*	13	74	**12**				*7,754*	*1,216*	16	70	**13**			
The Queen's University of Belfast	*3,020*	*252*	8	77	**13**	**12**	2.3		*3,481*	*458*	13	69	**14**	**12**	1.9	
St Mary's University College	*176*	*17*	10	94	**6**	**15**	7.1		*176*	*17*	10	94	**6**	**14**	7.3	
Stranmillis University College	*235*	*20*	9	65	**23**	**21**	10.0		*235*	*20*	9	65	**23**	**21**	10.2	
University of Ulster	*3,228*	*587*	18	73	**11**	**11**	1.5		*3,862*	*721*	19	70	**12**	**11**	1.4	

⊕/⊖ Shows that the indicator is significantly better/worse than its benchmark

Table T2 b : Participation of under-represented groups in higher education

Part-time undergraduate entrants 1999-2000

Institution	Young entrants: Number of entrants	Young entrants: As percent of part-time entrants	Young entrants: Percent with known data	Young entrants: No previous HE & from low part. neighb'd	Young entrants: Bench-mark	Young entrants: Std dev		Mature entrants: Number of entrants	Mature entrants: As percent of part-time entrants	Mature entrants: Percent with known data	Mature entrants: No previous HE & from low part. neighb'd	Mature entrants: Bench-mark	Mature entrants: Std dev	
		%	%	%	%	%			%	%	%	%	%	
UK														
All UK Institutions	*12,028*	5	65	**16**				*231,860*	95	71	**7**			
England														
All English Institutions	*9,699*	5	69	**16**				*201,955*	95	74	**7**			
Anglia Polytechnic University	*417*	7	67	**13**	**17**	1.8		*5,261*	93	81	**5**	**6**	0.4	
Aston University	*1*	100	100					*0*						
University of Bath	*2*	25	100					*6*	75	67				
Bath Spa University College	*2*	2	100					*85*	98	95	**0**	**3**	2.1	
Birkbeck College	*142*	2	88	**10**	**17**	2.7		*5,585*	98	87	**3**	**6**	0.3	⊖
University of Birmingham	*191*	12	77	**5**	**16**	2.5	⊖	*1,361*	88	83	**6**	**5**	0.7	
Bolton Institute of Higher Education	*91*	9	95	**27**	**19**	4.0		*979*	91	90	**12**	**9**	0.9	
Bournemouth University	*67*	4	85	**9**	**17**	4.2		*1,568*	98	90	**1**	**2**	0.5	
University of Bradford	*54*	5	93	**6**	**20**	4.3	⊖	*1,001*	95	93	**5**	**5**	0.8	
Bretton Hall	*17*	4	24					*445*	96	16	**24**	**8**	3.8	⊕
University of Brighton	*158*	5	92	**12**	**12**	2.1		*3,173*	95	90	**2**	**4**	0.3	
University of Bristol	*49*	3	43	**10**	**16**	7.2		*1,467*	97	51	**1**	**2**	0.7	
Brunel University	*17*	2	47	**13**	**20**	10.2		*719*	98	30	**1**	**2**	1.4	
Buckinghamshire Chilterns University College	*127*	8	82	**12**	**18**	3.0		*1,512*	92	87	**2**	**5**	0.6	
University of Cambridge	*28*	1	86	**0**	**8**	5.3		*3,829*	99	88	**1**	**3**	0.3	
Institute of Cancer Research	*0*							*189*	100	96	**0**	**0**	0.0	
Canterbury Christ Church University College	*5*	1	40					*612*	99	86	**2**	**3**	0.9	
University of Central England in Birmingham	*368*	7	92	**16**	**17**	1.7		*4,692*	93	89	**7**	**6**	0.4	

⊕/⊖ Shows that the indicator is significantly better/worse than its benchmark

Table T2 b : Participation of under-represented groups in higher education

Part-time undergraduate entrants 1999-2000

Institution	Young entrants						Mature entrants						
	Number of entrants	As percent of part-time entrants	Percent with known data	No previous HE & from low part. neighb'd	Bench-mark	Std dev	Number of entrants	As percent of part-time entrants	Percent with known data	No previous HE & from low part. neighb'd	Bench-mark	Std dev	
		%	%	%	%	%		%	%	%	%	%	
University of Central Lancashire	*338*	7	9	**17**	**21**	5.9	*4,190*	93	1	**17**	**14**	4.1	
Chester College of Higher Education	*37*	5	92	**18**	**15**	5.2	*774*	95	62	**9**	**9**	1.0	
University College Chichester	*3*	1	100				*237*	99	92	**6**	**11**	1.6	⊖
City University	*98*	3	89	**3**	**13**	3.1	⊖ *3,442*	97	90	**1**	**4**	0.4	
Coventry University	*131*	7	89	**22**	**17**	3.2	*1,749*	93	90	**6**	**6**	0.6	
De Montfort University	*139*	8	60	**14**	**16**	3.7	*1,540*	92	64	**8**	**7**	0.8	
University of Derby	*103*	12	92	**19**	**13**	3.6	*790*	88	81	**8**	**8**	1.0	
University of Durham	*18*	3	50	**33**	**28**	9.4	*643*	97	82	**16**	**12**	1.3	
University of East Anglia	*7*	1	86	**50**	**15**	17.6	*1,242*	99	96	**1**	**3**	0.6	
University of East London	*82*	13	35	**3**	**15**	5.2	*533*	87	51	**8**	**11**	1.5	
Edge Hill College of Higher Education	*9*	1	78	**14**	**12**	11.8	*1,102*	99	72	**2**	**1**	0.7	
Institute of Education	*0*						*19*	100	100	**0**	**2**	4.3	
University of Essex	*3*	1	33				*521*	99	15	**1**	**6**	2.3	
University of Exeter	*8*	2	100	**0**	**24**	9.7	*464*	98	97	**6**	**9**	1.2	
Falmouth College of Arts	*0*						*9*	100	100	**0**	**11**	6.3	
University of Gloucestershire	*60*	5	83	**14**	**11**	4.4	*1,199*	95	85	**2**	**5**	0.7	
Goldsmiths College	*42*	5	98	**10**	**13**	4.9	*820*	95	90	**4**	**5**	0.8	
University of Greenwich	*148*	9	64	**16**	**18**	3.0	*1,585*	91	91	**6**	**9**	0.6	
College of Guidance Studies	*0*						*19*	100	0				
Harper Adams University College	*2*	29	50				*5*	71	60				
University of Hertfordshire	*53*	3	89	**11**	**15**	4.4	*1,915*	97	90	**5**	**5**	0.6	
Homerton College, Cambridge	*0*						*684*	100	88	**0**	**0**	0.8	
University of Huddersfield	*79*	3	85	**10**	**19**	3.8	*2,689*	97	92	**7**	**5**	0.5	
University of Hull	*120*	4	43	**10**	**12**	3.8	*3,050*	96	84	**20**	**20**	0.6	

⊕/⊖ Shows that the indicator is significantly better/worse than its benchmark

Table T2 b : Participation of under-represented groups in higher education

Part-time undergraduate entrants 1999-2000

Institution	Young entrants						Mature entrants						
	Number of entrants	As percent of part-time entrants	Percent with known data	No previous HE & from low part. neighb'd	Bench-mark	Std dev	Number of entrants	As percent of part-time entrants	Percent with known data	No previous HE & from low part. neighb'd	Bench-mark	Std dev	
		%	%	%	%	%		%	%	%	%	%	
Keele University	*4*	1	25				*608*	99	54	**2**	**1**	1.1	
University of Kent at Canterbury	*27*	2	96	**12**	**18**	6.5	*1,630*	98	93	**4**	**10**	0.6	⊖
Kent Institute of Art & Design	*2*	6	0				*33*	94	18	**0**	**6**	7.7	
King Alfred's College, Winchester	*6*	1	83				*567*	99	92	**1**	**2**	0.9	
King's College London	*2*	0	100				*1,294*	100	97	**3**	**3**	0.6	
Kingston University	*6*	2	83				*312*	98	54	**6**	**12**	1.9	
Lancaster University	*81*	3	16	**8**	**19**	8.6	*2,319*	97	18	**11**	**7**	1.3	
University of Leeds	*47*	2	51	**25**	**19**	7.6	*2,103*	98	48	**12**	**8**	0.9	⊕
Leeds Metropolitan University	*500*	11	65	**15**	**16**	1.7	*3,850*	89	49	**7**	**6**	0.6	
University of Leicester	*4*	1	100				*339*	99	92	**13**	**13**	1.6	
University of Lincoln	*297*	12	50	**11**	**18**	2.6	*2,262*	88	55	**14**	**15**	0.8	
University of Liverpool	*74*	4	26	**16**	**17**	7.8	*1,714*	96	30	**14**	**12**	1.3	
Liverpool Hope	*43*	7	53	**22**	**16**	7.7	*551*	93	32	**35**	**15**	2.9	⊕
Liverpool John Moores University	*133*	6	76	**27**	**18**	3.4	*2,134*	94	86	**10**	**7**	0.6	⊕
London Sch of Economics & Political Sci	*5*	100	80				*0*						
London Guildhall University	*52*	4	85	**0**	**12**	4.1	*1,408*	96	85	**3**	**5**	0.6	
The London Institute	*33*	9	73	**8**	**16**	6.1	*339*	91	69	**3**	**8**	1.4	⊖
Loughborough University	*0*						*28*	100	93	**15**	**5**	5.7	
University of Luton	*67*	2	25	**6**	**8**	6.5	*3,051*	98	16	**8**	**10**	1.2	
University of Manchester	*33*	3	12				*1,170*	97	7	**9**	**6**	2.8	
Manchester Metropolitan University	*123*	4	76	**11**	**12**	3.1	*2,696*	96	64	**5**	**3**	0.5	
Middlesex University	*172*	6	73	**11**	**15**	2.8	*2,616*	94	66	**4**	**8**	0.5	⊖
University of Newcastle	*20*	3	85	**6**	**11**	6.9	*631*	97	93	**7**	**5**	1.0	

⊕/⊖ Shows that the indicator is significantly better/worse than its benchmark

Table T2 b : Participation of under-represented groups in higher education

Part-time undergraduate entrants 1999-2000

Institution	Young entrants						Mature entrants						
	Number of entrants	As percent of part-time entrants	Percent with known data	No previous HE & from low part. neighb'd	Bench-mark	Std dev	Number of entrants	As percent of part-time entrants	Percent with known data	No previous HE & from low part. neighb'd	Bench-mark	Std dev	
		%	%	%	%	%		%	%	%	%	%	
Newman College	*95*	42	23	**14**	**15**	6.8	*131*	58	71	**23**	**15**	3.3	
University College Northampton	*69*	5	81	**14**	**13**	4.4	*1,236*	95	91	**7**	**7**	0.7	
University of North London	*55*	4	87	**6**	**18**	4.2	*1,306*	96	87	**6**	**10**	0.7	⊖
North Riding College	*1*	6	100				*16*	94	63	**0**	**15**	6.0	
University of Northumbria at Newcastle	*142*	6	57	**22**	**13**	3.8	*2,349*	94	68	**4**	**4**	0.6	
Norwich School of Art & Design	*0*						*3*	100	33				
University of Nottingham	*88*	5	6				*1,592*	95	54	**3**	**3**	0.7	
Nottingham Trent University	*64*	4	91	**10**	**11**	3.8	*1,497*	96	86	**7**	**5**	0.7	
Open University	*2089*	5	87	**21**	**18**	0.4	*43,786*	95	85	**14**	**12**	0.1	
School of Oriental and African Studies	*0*						*9*	100	11				
University of Oxford	*39*	2	77	**7**	**18**	5.6	*1,818*	98	79	**3**	**8**	0.6	⊖
Oxford Brookes University	*55*	4	53	**7**	**20**	5.4	*1,387*	96	91	**7**	**11**	0.7	⊖
University of Plymouth	*92*	4	58	**13**	**17**	4.5	*2,526*	96	79	**2**	**3**	0.5	
University of Portsmouth	*17*	2	76	**8**	**20**	7.2	*1,059*	98	90	**6**	**8**	0.8	
Queen Mary, University of London	*0*						*50*	100	0				
RCN Institute	*0*						*444*	100	94	**0**	**0**	0.9	
University of Reading	*10*	1	90	**22**	**7**	11.1	*1,547*	99	90	**1**	**3**	0.5	
Rose Bruford College	*13*	14	100	**8**	**19**	8.4	*82*	86	85	**10**	**7**	3.1	
St George's Hospital Medical School	*1*	0	100				*882*	100	96	**0**	**0**	0.6	
College of St Mark & St John	*0*						*14*	100	93	**0**	**18**	5.3	⊖
St Martin's College	*1*	0	100				*1,251*	100	89	**0**	**0**	0.6	
St Mary's College	*59*	30	95	**13**	**12**	4.0	*139*	70	77	**2**	**2**	2.0	
University of Salford	*75*	3	69	**17**	**16**	4.6	*2,338*	97	83	**5**	**4**	0.5	
University of Sheffield	*14*	1	86	**0**	**20**	7.8	*2,022*	99	81	**11**	**8**	0.6	

⊕/⊖ Shows that the indicator is significantly better/worse than its benchmark

Table T2 b : Participation of under-represented groups in higher education

Part-time undergraduate entrants 1999-2000

Institution	Young entrants							Mature entrants						
	Number of entrants	As percent of part-time entrants	Percent with known data	No previous HE & from low part. neighb'd	Bench-mark	Std dev		Number of entrants	As percent of part-time entrants	Percent with known data	No previous HE & from low part. neighb'd	Bench-mark	Std dev	
		%	%	%	%	%			%	%	%	%	%	
Sheffield Hallam University	*136*	8	74	**21**	**16**	3.5		*1,588*	92	71	**11**	**8**	0.8	⊕
University of Southampton	*58*	3	31	**6**	**13**	7.1		*1,682*	97	13	**4**	**7**	1.5	
Southampton Institute	*169*	13	86	**6**	**15**	2.4	⊖	*1,161*	87	87	**6**	**10**	0.7	⊖
South Bank University	*66*	2	56	**19**	**15**	5.8		*2,792*	98	81	**2**	**3**	0.4	
Staffordshire University	*111*	6	78	**23**	**18**	3.8		*1,751*	94	83	**7**	**5**	0.6	
University of Sunderland	*77*	6	34	**27**	**12**	6.8		*1,186*	94	62	**10**	**6**	1.0	⊕
The Surrey Inst of Art & Design Univ Col	*0*							*27*	100	96	**4**	**10**	4.3	
University of Surrey	*18*	2	100	**11**	**17**	7.8		*1,151*	98	96	**1**	**6**	0.6	⊖
University of Surrey Roehampton	*3*	1	67					*475*	99	85	**1**	**6**	1.0	⊖
University of Sussex	*16*	1	94	**13**	**14**	7.8		*2,050*	99	99	**3**	**4**	0.5	
University of Teesside	*160*	4	89	**15**	**12**	2.7		*4,362*	96	75	**8**	**5**	0.4	
Thames Valley University	*89*	2	90	**9**	**17**	3.5		*4,357*	98	91	**2**	**3**	0.3	
Trinity & All Saints	*29*	64	97	**14**	**9**	6.0		*16*	36	88	**21**	**9**	8.0	
University College London	*2*	5	0					*35*	95	43	**0**	**6**	4.9	
University of Warwick	*399*	6	1					*5,850*	94	2	**3**	**1**	2.1	
University of West of England, Bristol	*66*	2	53	**14**	**14**	5.6		*2,789*	98	78	**7**	**8**	0.5	
University of Westminster	*149*	4	77	**10**	**16**	2.6		*3,318*	96	59	**6**	**13**	0.5	⊖
Westminster College, Oxford	*1*	0	0					*379*	100	93	**9**	**11**	1.4	
University of Wolverhampton	*193*	5	96	**22**	**16**	2.4		*3,531*	95	95	**5**	**4**	0.4	
University College Worcester	*15*	1	73	**0**	**15**	8.2		*1,370*	99	55	**1**	**2**	0.7	
Writtle College	*10*	9	50	**0**	**0**	7.5		*97*	91	48	**9**	**16**	3.4	
University of York	*1*	0	0					*704*	100	68	**0**	**0**	0.9	
York St John College	*5*	1	20					*440*	99	52	**6**	**6**	1.6	

⊕/⊖ Shows that the indicator is significantly better/worse than its benchmark

Table T2 b : Participation of under-represented groups in higher education

Part-time undergraduate entrants 1999-2000

Institution	Young entrants						Mature entrants						
	Number of entrants	As percent of part-time entrants	Percent with known data	No previous HE & from low part. neighb'd	Bench-mark	Std dev	Number of entrants	As percent of part-time entrants	Percent with known data	No previous HE & from low part. neighb'd	Bench-mark	Std dev	
		%	%	%	%	%		%	%	%	%	%	
Scotland													
All Scottish Institutions	*544*	4	63	**16**			*12,793*	96	60	**5**			
University of Aberdeen	*46*	9	35	**31**	**19**	10.1	*444*	91	29	**10**	**10**	2.4	
University of Abertay Dundee	*4*	3	0				*148*	97	3				
University of Dundee	*85*	8	96	**33**	**29**	1.9	*1,007*	92	93	**15**	**12**	0.9	⊕
University of Edinburgh	*25*	3	92	**4**	**14**	6.3	*837*	97	87	**2**	**4**	0.8	
University of Glasgow	*64*	2	72	**7**	**10**	4.6	*3,374*	98	74	**3**	**4**	0.4	
Glasgow Caledonian University	*67*	6	94	**11**	**11**	3.8	*996*	94	82	**4**	**3**	0.8	
Glasgow School of Art	*2*	17	0				*10*	83	80	**0**	**2**	6.7	
Heriot-Watt University	*3*	7	33				*40*	93	5				
Napier University	*42*	4	48	**15**	**14**	7.0	*1,091*	96	25	**13**	**13**	1.6	
Northern College of Education	*5*	2	40				*226*	98	73	**2**	**2**	1.6	
University of Paisley	*60*	4	53	**9**	**7**	5.7	*1,319*	96	71	**3**	**2**	0.7	
Queen Margaret University College	*3*	1	0				*486*	99	87	**0**	**0**	0.9	
Robert Gordon University	*51*	6	65	**12**	**13**	5.6	*788*	94	78	**4**	**3**	0.9	
University of St Andrews	*43*	24	40	**6**	**5**	6.0	*137*	76	7	**10**	**14**	7.6	
University of Stirling	*7*	3	57				*259*	97	25	**2**	**1**	2.5	
University of Strathclyde	*37*	2	3				*1,631*	98	2	**9**	**6**	4.6	

⊕/⊖ Shows that the indicator is significantly better/worse than its benchmark

Table T2 b : Participation of under-represented groups in higher education

Part-time undergraduate entrants 1999-2000

Institution	Young entrants: Number of entrants	As percent of part-time entrants	Percent with known data	No previous HE & from low part. neighb'd	Bench-mark	Std dev		Mature entrants: Number of entrants	As percent of part-time entrants	Percent with known data	No previous HE & from low part. neighb'd	Bench-mark	Std dev	
		%	%	%	%	%			%	%	%	%	%	
Wales														
All Welsh Institutions	*1,646*	11	46	**24**				*12,933*	89	53	**12**			
University of Glamorgan	*779*	24	28	**28**	**19**	2.5	⊕	*2,463*	76	40	**24**	**13**	1.1	⊕
University of Wales, Aberystwyth	*62*	6	61	**8**	**19**	5.2		*943*	94	64	**2**	**9**	0.9	⊖
University of Wales, Bangor	*16*	2	63	**20**	**17**	12.1		*713*	98	45	**11**	**12**	1.6	
Cardiff University	*99*	6	20	**0**	**19**	6.1	⊖	*1,579*	94	21	**4**	**5**	1.2	
University of Wales, Lampeter	*23*	3	22	**20**	**21**	16.5		*812*	97	44	**18**	**12**	1.6	⊕
University of Wales, Swansea	*25*	2	36	**0**	**18**	9.1		*1,427*	98	37	**4**	**4**	1.0	
University of Wales College of Medicine	*1*	1	0					*147*	99	57	**11**	**5**	2.8	
University of Wales Institute, Cardiff	*58*	9	78	**31**	**19**	5.9		*599*	91	73	**18**	**12**	1.5	⊕
University of Wales College, Newport	*244*	8	66	**36**	**20**	3.1	⊕	*2,669*	92	77	**11**	**8**	1	⊕
North East Wales Institute	*173*	16	74	**11**	**12**	2.7		*920*	84	76	**12**	**10**	1.0	
Swansea Institute of Higher Education	*38*	8	87	**33**	**19**	6.5		*424*	92	84	**12**	**8**	1.4	
Trinity College Carmarthen	*128*	38	66	**18**	**19**	2.9		*208*	62	15	**19**	**13**	5.5	
Welsh College of Music and Drama	*0*							*29*	100	76	**5**	**2**	4.5	
Northern Ireland														
All Northern Ireland Institutions	*139*	3	47	**5**				*4,179*	97	28	**7**			
The Queen's University of Belfast	*86*	3	40	**3**	**7**	4.4		*2,721*	97	20	**10**	**9**	1.1	
St Mary's University College	*0*							*82*	100	67	**0**	**1**	2.5	
Stranmillis University College	*1*	2	100					*42*	98	81	**9**	**15**	4.6	
University of Ulster	*52*	4	60	**8**	**4**	5.1		*1,334*	96	42	**5**	**5**	1.0	

⊕ ⊖ Shows that the indicator is significantly better/worse than its benchmark

Table T3

Non-continuation following year of entry to institution

Full-time first degree entrants 1998-99

1. The indicators in this table show how good an institution is at retaining the students it recruits. They are based on tracking students from the year they enter an institution to the following year, and provide information about where the students are in that second year.

2. The table covers full-time first degree students who entered an institution in 1998-99. Details are given separately for young and mature students. Young students in turn are split between those from low participation neighbourhoods, and those from other neighbourhoods, while mature students are split between those with no previous HE qualifications, and those with previous HE qualifications. Part (a) of the table summarises the information, part (b) provides the information for young students, and part (c) provides the information for mature students.

3. As with the previous tables, the benchmark allows for the subject mix and entry qualification profile of students at an institution. The benchmark for the indicator for 'All entrants' also takes age into account.

4. Each section of the table shows the number of entrants in that category, followed by three percentages:

- the percentage of students who are still at the institution in 1999-2000 or have obtained a qualification
- the percentage who are at some other institution within the HE sector in 1999-2000
- the percentage who cannot be traced anywhere within the HE sector in 1999-2000.

5. The percentage of entrants in the last group forms the performance indicator. Note that a proportion of these students will return to higher education, but this information will not be known until next year. The number of returners from the previous year's leavers is given in Table T4.

6. Some students may obtain a degree or other, sub-degree, qualification at the end of their first year. For example, they may have transferred from a diploma course, or their institution may award intermediate qualifications to students who do not wish to continue their studies. Such students are not shown separately. The percentage is combined with the percentage staying on at the institution to form the 'Continue or qualify' category.

7. As with the other indicators, the next two columns in the section provide an adjusted sector benchmark for comparison and the standard deviation (see paragraphs 15 to 19 in the main text). In the tables in part (a), if the difference between the indicator and the adjusted sector benchmark is bigger than expected then this is marked as described in paragraph 20.

8. While the adjusted sector benchmark allows for differences in subject mix and entry qualifications, as well as age, there will often be other factors which affect the non-continuation rates. In particular, the access indicators in Tables T1 and T2 should always be taken into account in looking at the non-continuation rates.

9. Note that the 'total' columns may not be the sum of the separate sections, as a student who cannot be assigned to one of the sub-groups because of incomplete data will still be included in the total.

10. The following institutions recently found problems with the data they submitted to HESA. This has affected their non-continuation figures to the extent that we have felt it best to omit them. The institutions, marked † in the table, are:

- University of Bristol
- University of Central Lancashire
- Staffordshire University.

Table T3 a : Non-continuation following year of entry

Full-time first degree entrants 1998-99

Institution	Young entrants						Mature entrants						All entrants					
	Total entrants	Continue or qualify	At other UK HEI	Not in HE	Bench-mark	Std dev	Total entrants	Continue or qualify	At other UK HEI	Not in HE	Bench-mark	Std dev	Total entrants	Continue or qualify	At other UK HEI	Not in HE	Bench-mark	Std dev
		%	%	%	%	%		%	%	%	%	%		%	%	%	%	%
UK																		
All UK Institutions	*215,527*	89	3	**8**			*64,871*	82	2	**16**			*280,689*	87	3	**10**		
England																		
All English Institutions	*174,232*	89	3	**8**			*54,595*	81	2	**16**			*229,086*	87	3	**10**		
Anglia Polytechnic University	*1,337*	88	2	**10**	**10**	0.8	*919*	79	3	**19**	**15**	1.2 ⊖	*2,313*	84	2	**13**	**12**	0.6
Aston University	*1,250*	90	5	**6**	**6**	0.7	*156*	78	5	**17**	**16**	2.8	*1,406*	88	5	**7**	**7**	0.7
University of Bath	*1,167*	96	1	**3**	**4**	0.6	*76*	92	1	**7**	**16**	3.3	*1,243*	96	1	**3**	**5**	0.7
Bath Spa University College	*480*	90	2	**8**	**10**	1.2	*333*	84	2	**14**	**14**	1.9	*813*	87	2	**11**	**12**	1.0
University of Birmingham	*3,599*	93	2	**5**	**4**	0.4	*336*	82	2	**15**	**16**	1.9	*3,936*	92	2	**6**	**5**	0.4
Bishop Grosseteste College	*159*	94	3	**4**	**7**	1.8	*38*	97	0	**3**	**11**	4.5	*197*	94	2	**4**	**8**	1.7
Bolton Institute of Higher Education	*601*	81	4	**14**	**13**	1.2	*612*	79	2	**19**	**17**	1.5	*1,213*	80	3	**17**	**15**	0.9
Bournemouth University	*1,426*	87	4	**9**	**9**	0.7	*378*	83	2	**15**	**17**	1.8	*1,804*	86	3	**10**	**10**	0.7
University of Bradford	*1,423*	89	3	**8**	**8**	0.7	*255*	83	1	**16**	**16**	2.2	*1,678*	88	3	**9**	**9**	0.7
Bretton Hall	*517*	85	1	**14**	**9**	1.3 ⊖	*150*	85	1	**14**	**15**	2.8	*668*	84	1	**14**	**10**	1.2 ⊖
University of Brighton	*1,563*	88	2	**10**	**9**	0.7	*900*	82	2	**16**	**16**	1.2	*2,465*	86	2	**12**	**12**	0.6
University of Bristol (†)	*2,679*						*247*						*2,926*					
Brunel University	*1,813*	91	3	**7**	**8**	0.6	*525*	83	2	**15**	**16**	1.5	*2,338*	89	3	**8**	**10**	0.6
Buckinghamshire Chilterns University College	*994*	84	2	**13**	**12**	0.9	*481*	81	2	**17**	**17**	1.6	*1,476*	83	2	**14**	**14**	0.8
University of Cambridge	*2,737*	99	0	**1**	**2**	0.4	*71*	97	0	**3**	**14**	3.3 ⊖	*2,808*	99	0	**1**	**2**	0.4
Canterbury Christ Church University College	*760*	89	1	**9**	**10**	1.0	*348*	87	1	**12**	**14**	1.8	*1,108*	89	1	**10**	**11**	0.9
University of Central England in Birmingham	*2,070*	85	4	**11**	**11**	0.6	*866*	80	2	**18**	**16**	1.2	*2,941*	83	4	**13**	**12**	0.6
University of Central Lancashire (†)	*2,097*						*1,330*						*3,441*					

87

⊖ Shows that the indicator is significantly better/worse than its benchmark
† See introduction to table

88

Table T3 a : Non-continuation following year of entry

Full-time first degree entrants 1998-99

Institution	Young entrants						Mature entrants						All entrants					
	Total entrants	Continue or qualify	At other UK HEI	Not in HE	Bench-mark	Std dev	Total entrants	Continue or qualify	At other UK HEI	Not in HE	Bench-mark	Std dev	Total entrants	Continue or qualify	At other UK HEI	Not in HE	Bench-mark	Std dev
		%	%	%	%	%		%	%	%	%	%		%	%	%	%	%
Central School of Speech and Drama	*90*	88	3	**9**	**10**	2.8	*52*	88	0	**12**	**13**	4.6	*142*	88	2	**10**	**11**	2.4
Chester College of Higher Education	*807*	86	3	**11**	**9**	1.0	*147*	88	2	**10**	**15**	2.6	*954*	86	3	**11**	**10**	0.9
University College Chichester	*541*	92	2	**6**	**10**	1.1 ⊕	*271*	92	1	**7**	**15**	1.9 ⊕	*812*	92	2	**7**	**11**	0.9 ⊕
City University	*884*	83	6	**10**	**7**	0.9	*228*	78	4	**18**	**16**	2.4	*1,112*	82	6	**12**	**9**	0.9
Coventry University	*2,577*	84	4	**12**	**11**	0.6	*836*	79	3	**18**	**17**	1.3	*3,413*	83	4	**13**	**13**	0.5
Cranfield University	*177*	87	2	**11**	**11**	2.1	*66*	83	0	**17**	**18**	4.3	*243*	86	1	**13**	**13**	1.9
Cumbria College of Art & Design	*136*	89	1	**10**	**13**	2.3	*69*	87	1	**12**	**14**	4.0	*205*	88	1	**10**	**13**	2.0
Dartington College of Arts	*87*	85	6	**9**	**10**	2.9	*54*	80	0	**20**	**14**	5.1	*141*	83	4	**13**	**12**	2.6
De Montfort University	*3,511*	84	4	**12**	**11**	0.5	*1,096*	74	2	**24**	**17**	1.2 ⊖	*4,619*	81	3	**15**	**13**	0.5
University of Derby	*2,054*	86	3	**11**	**11**	0.6	*979*	80	2	**18**	**16**	1.2	*3,033*	84	2	**13**	**12**	0.6
University of Durham	*2,455*	96	1	**3**	**4**	0.4	*251*	84	1	**15**	**15**	2.2	*2,706*	95	1	**4**	**5**	0.5
University of East Anglia	*1,368*	94	2	**4**	**6**	0.6	*314*	82	3	**15**	**16**	1.9	*1,682*	91	2	**6**	**8**	0.6
University of East London	*1,156*	83	4	**14**	**13**	0.9	*1,461*	78	2	**20**	**18**	1.0	*2,619*	80	3	**17**	**16**	0.6
Edge Hill College of Higher Education	*837*	88	3	**10**	**10**	0.9	*289*	84	2	**13**	**15**	2.0	*1,126*	87	2	**11**	**11**	0.9
University of Essex	*755*	91	2	**7**	**8**	0.9	*183*	82	4	**14**	**15**	2.5	*938*	90	2	**8**	**9**	0.9
University of Exeter	*1,769*	94	1	**5**	**5**	0.6	*214*	87	0	**12**	**15**	2.3	*1,983*	93	1	**5**	**6**	0.6
Falmouth College of Arts	*243*	93	1	**6**	**10**	1.6	*118*	86	2	**12**	**13**	3.0	*361*	91	1	**8**	**11**	1.4
University of Gloucestershire	*1,398*	88	2	**10**	**10**	0.7	*450*	85	1	**14**	**15**	1.6	*1,848*	87	2	**11**	**11**	0.7
Goldsmiths College	*713*	88	4	**9**	**7**	1.0	*455*	83	3	**14**	**14**	1.6	*1,168*	86	3	**11**	**10**	0.9
University of Greenwich	*1,412*	83	5	**12**	**11**	0.8	*974*	81	3	**16**	**17**	1.1	*2,388*	82	4	**14**	**13**	0.6
Harper Adams University College	*212*	94	0	**6**	**8**	1.6	*58*	95	0	**5**	**15**	3.7	*270*	94	0	**6**	**9**	1.5
University of Hertfordshire	*2,413*	86	5	**9**	**11**	0.6	*924*	82	3	**15**	**17**	1.1	*3,337*	85	4	**11**	**13**	0.5

⊕/⊖ Shows that the indicator is significantly better/worse than its benchmark

† See introduction to table

Table T3 a : Non-continuation following year of entry

Full-time first degree entrants 1998-99

Institution	Young entrants							Mature entrants							All entrants						
	Total entrants	Continue or qualify	At other UK HEI	Not in HE	Bench-mark	Std dev		Total entrants	Continue or qualify	At other UK HEI	Not in HE	Bench-mark	Std dev		Total entrants	Continue or qualify	At other UK HEI	Not in HE	Bench-mark	Std dev	
		%	%	%	%	%			%	%	%	%	%			%	%	%	%	%	
Homerton College, Cambridge	*158*	92	5	3	4	1.7		*29*	79	3	17	10	6.7		*187*	90	5	5	5	1.8	
University of Huddersfield	*2,081*	86	3	12	11	0.6		*787*	84	2	15	16	1.2		*2,868*	85	2	13	12	0.6	
University of Hull	*1,717*	93	2	5	7	0.6		*269*	88	1	12	16	2.0		*1,986*	92	2	6	8	0.6	
Imperial College	*1,332*	92	4	4	3	0.6		*79*	95	3	3	6	2.8		*1,411*	93	4	4	3	0.6	
Keele University	*1,098*	92	2	6	7	0.7		*99*	80	3	17	16	3.4		*1,223*	91	2	7	8	0.8	
University of Kent at Canterbury	*1,287*	92	2	6	7	0.7		*282*	77	2	21	17	2.2		*1,569*	89	2	9	9	0.7	
Kent Institute of Art & Design	*300*	87	2	11	10	1.6		*119*	83	2	15	13	3.2		*419*	86	2	12	11	1.5	
King Alfred's College, Winchester	*775*	91	2	7	9	0.9		*203*	86	2	12	15	2.3		*981*	90	2	8	10	0.9	
King's College London	*2,047*	91	4	5	5	0.5		*399*	85	1	14	11	1.7		*2,448*	90	3	7	6	0.5	
Kingston University	*2,149*	87	4	9	10	0.6		*1,046*	85	2	13	16	1.0		*3,196*	86	3	11	12	0.5	
Lancaster University	*1,768*	94	2	4	5	0.6		*175*	78	3	19	17	2.7		*1,943*	92	2	6	6	0.6	
University of Leeds	*4,148*	93	1	5	5	0.4		*276*	80	3	18	15	2.1		*4,424*	93	1	6	5	0.4	
Leeds Metropolitan University	*2,956*	90	3	7	10	0.5	⊕	*1,368*	87	1	12	17	0.9	⊕	*4,338*	89	2	9	12	0.4	⊕
University of Leicester	*1,778*	92	3	5	5	0.6		*102*	83	5	12	13	3.2		*1,880*	92	3	5	6	0.6	
University of Lincoln	*1,500*	88	1	10	10	0.7		*652*	83	1	17	18	1.4		*2,152*	87	1	12	13	0.7	
University of Liverpool	*2,854*	91	2	6	5	0.5		*335*	86	1	12	13	1.8		*3,189*	91	2	7	6	0.5	
Liverpool Hope	*823*	84	4	12	12	1.0		*284*	78	1	21	16	2.2		*1,107*	83	3	14	13	0.9	
Liverpool John Moores University	*2,754*	86	4	10	9	0.5		*878*	79	2	19	16	1.2		*3,642*	84	4	12	11	0.5	
University of London (Institutes and activities)	*112*	38	54	9	6	2.5		*38*	13	63	24	16	6.2		*150*	31	56	13	8	2.4	
London Sch of Economics & Political Sci	*475*	97	2	1	3	0.9		*26*	85	0	15	15	6.8		*501*	96	2	2	4	1.0	
London Guildhall University	*1,241*	83	5	11	12	0.8		*903*	80	2	18	19	1.2		*2,149*	82	4	14	15	0.7	
The London Institute	*822*	89	3	8	9	0.9		*642*	88	1	11	15	1.3		*1,466*	89	2	9	12	0.7	

91

92

⊕/⊖ Shows that the indicator is significantly better/worse than its benchmark
† See introduction to table

Table T3 a : Non-continuation following year of entry

Full-time first degree entrants 1998-99

Institution	Young entrants						Mature entrants						All entrants					
	Total entrants	Continue or qualify	At other UK HEI	Not in HE	Bench-mark	Std dev	Total entrants	Continue or qualify	At other UK HEI	Not in HE	Bench-mark	Std dev	Total entrants	Continue or qualify	At other UK HEI	Not in HE	Bench-mark	Std dev
		%	%	%	%	%		%	%	%	%	%		%	%	%	%	%
Loughborough University	*2,342*	93	3	5	6	0.5	*166*	78	4	17	16	2.7	*2,509*	92	3	5	7	0.5
University of Luton	*1,369*	83	4	13	13	0.8	*725*	77	3	20	19	1.4	*2,095*	81	4	15	15	0.7
University of Manchester	*3,519*	92	3	4	5	0.4	*406*	84	2	14	12	1.6	*3,941*	92	3	5	6	0.4
UMIST	*1,196*	89	4	7	6	0.7	*98*	74	4	21	16	3.7	*1,294*	88	4	8	7	0.8
Manchester Metropolitan University	*4,096*	84	4	11	10	0.4	*1,327*	78	3	19	16	1.0 ⊖	*5,423*	83	4	13	12	0.4
Middlesex University	*2,198*	82	4	14	11	0.6 ⊖	*1,619*	77	2	21	17	0.9 ⊖	*3,817*	80	3	17	14	0.5 ⊖
University of Newcastle	*2,679*	93	3	4	5	0.4	*146*	84	2	14	15	2.7	*2,825*	93	3	4	6	0.5
Newman College	*265*	87	3	9	10	1.7	*115*	83	4	12	12	3.1	*380*	86	4	10	10	1.5
University College Northampton	*1,506*	85	3	12	11	0.7	*555*	78	3	19	16	1.5	*2,069*	83	3	13	12	0.7
University of North London	*1,388*	74	8	18	13	0.9 ⊖	*1,687*	73	3	24	18	0.9 ⊖	*3,083*	73	5	22	16	0.6 ⊖
North Riding College	*282*	87	5	8	11	1.6	*134*	87	0	13	16	2.9	*416*	87	3	10	12	1.4
Northern School of Contemporary Dance	*38*	79	5	16	11	5.0	*9*	89	0	11	17	10.1	*47*	81	4	15	12	4.5
University of Northumbria at Newcastle	*2,880*	90	2	8	9	0.5	*1,124*	86	2	12	16	1.0 ⊕	*4,004*	89	2	9	11	0.5
Norwich School of Art & Design	*121*	96	1	3	9	2.0	*69*	87	1	12	13	4.0	*190*	93	1	6	11	1.9
University of Nottingham	*2,601*	96	1	3	4	0.4	*132*	88	2	10	13	2.8	*2,733*	96	1	3	4	0.5
Nottingham Trent University	*3,172*	89	3	8	8	0.5	*644*	80	2	18	16	1.4	*3,842*	87	3	10	10	0.5
School of Oriental and African Studies	*233*	86	3	11	6	1.8	*171*	73	3	24	15	2.9 ⊖	*404*	80	3	17	10	1.6 ⊖
University of Oxford	*3,021*	97	1	2	2	0.4	*586*	98	0	2	5	0.9	*3,607*	97	1	2	3	0.4
Oxford Brookes University	*1,879*	87	3	10	9	0.6	*603*	82	1	17	16	1.4	*2,483*	86	2	11	11	0.6
School of Pharmacy	*96*	82	8	9	4	2.8	*21*	86	5	10	9	7.2	*117*	83	8	9	5	2.7
University of Plymouth	*2,532*	89	3	8	10	0.5	*1,093*	85	2	12	16	1.0 ⊕	*3,625*	88	3	9	12	0.5
University of Portsmouth	*2,165*	90	3	6	9	0.5	*491*	87	2	11	16	1.5 ⊕	*2,656*	90	3	7	11	0.5 ⊖

⊕/⊖ Shows that the indicator is significantly better/worse than its benchmark

† See introduction to table

HEFCE 01/69 S7

Table T3 a : Non-continuation following year of entry

Full-time first degree entrants 1998-99

Institution	Young entrants							Mature entrants							All entrants						
	Total entrants	Continue or qualify	At other UK HEI	Not in HE	Bench-mark	Std dev		Total entrants	Continue or qualify	At other UK HEI	Not in HE	Bench-mark	Std dev		Total entrants	Continue or qualify	At other UK HEI	Not in HE	Bench-mark	Std dev	
		%	%	%	%	%			%	%	%	%	%			%	%	%	%	%	
Queen Mary, University of London	*1,451*	87	3	**9**	**7**	0.7		*299*	80	4	**16**	**15**	2.0		*1,751*	86	3	**11**	**8**	0.7	
Ravensbourne College	*104*	91	2	**7**	**10**	2.5		*56*	95	0	**5**	**14**	4.0		*160*	93	1	**6**	**12**	2.1	
RCN Institute	*0*							*37*	84	5	**11**	**10**	5.6		*39*	82	8	**10**	**9**	4.8	
University of Reading	*1,839*	91	2	**6**	**6**	0.6		*275*	82	1	**16**	**15**	2.1		*2,114*	90	2	**8**	**7**	0.6	
Rose Bruford College	*113*	89	5	**5**	**10**	2.3		*45*	84	2	**13**	**15**	5.1		*158*	88	4	**8**	**11**	2.2	
Royal Academy of Music	*53*	100	0	**0**	**10**	2.7	⊕	*4*							*57*	100	0	**0**	**11**	2.8	⊕
Royal College of Music	*53*	94	4	**2**	**10**	2.9		*1*							*54*	94	4	**2**	**11**	3.1	
Royal Holloway, University of London	*1,038*	93	3	**4**	**6**	0.7		*122*	78	7	**16**	**15**	3.1		*1,161*	91	3	**5**	**7**	0.8	
Royal Northern College of Music	*102*	89	5	**6**	**10**	2.4		*8*	75	13	**13**	**19**	10.9		*110*	88	5	**6**	**11**	2.4	
Royal Veterinary College	*95*	96	1	**3**	**2**	2.3		*7*	100	0	**0**	**3**	10.2		*102*	96	1	**3**	**2**	2.4	
St George's Hospital Medical School	*194*	97	1	**2**	**3**	1.5		*30*	100	0	**0**	**5**	4.9		*225*	98	0	**2**	**4**	1.5	
College of St Mark & St John	*413*	94	1	**5**	**9**	1.2	⊕	*222*	86	3	**10**	**14**	2.2		*635*	91	2	**7**	**11**	1.1	⊕
St Martin's College	*761*	93	2	**5**	**9**	0.9	⊕	*212*	92	1	**6**	**13**	2.1	⊕	*976*	92	2	**6**	**10**	0.8	⊕
St Mary's College	*624*	90	1	**9**	**10**	1.1		*89*	79	4	**17**	**15**	3.8		*713*	88	1	**10**	**10**	1.1	
University of Salford	*2,113*	86	3	**11**	**10**	0.6		*831*	83	1	**16**	**17**	1.2		*2,944*	85	3	**12**	**12**	0.6	
University of Sheffield	*2,812*	97	1	**2**	**4**	0.4		*263*	88	1	**11**	**13**	2.0		*3,075*	96	1	**3**	**4**	0.4	
Sheffield Hallam University	*3,789*	90	2	**8**	**9**	0.4		*1,255*	82	2	**16**	**16**	1.0		*5,044*	88	2	**10**	**11**	0.4	
University of Southampton	*3,140*	94	2	**4**	**6**	0.4		*486*	90	1	**9**	**14**	1.4	⊕	*3,626*	94	2	**4**	**7**	0.4	
Southampton Institute	*1,910*	81	2	**17**	**11**	0.7	⊖	*718*	78	2	**20**	**19**	1.4		*2,638*	80	2	**18**	**13**	0.6	⊖
South Bank University	*1,052*	77	6	**17**	**13**	1.0	⊖	*1,665*	72	3	**24**	**19**	0.9	⊖	*2,726*	74	4	**22**	**17**	0.7	⊖
Staffordshire University (†)	*2,682*							*746*							*3,436*						
University of Sunderland	*1,904*	85	2	**12**	**11**	0.7		*857*	81	2	**17**	**15**	1.2		*2,761*	84	2	**14**	**12**	0.6	
The Surrey Inst of Art & Design Univ Col	*485*	88	3	**9**	**10**	1.2		*124*	81	4	**15**	**13**	3.1		*609*	86	3	**10**	**10**	1.2	

95

⊕/⊖ Shows that the indicator is significantly better/worse than its benchmark

† See introduction to table

96

Table T3 a : Non-continuation following year of entry

Full-time first degree entrants 1998-99

Institution	Young entrants						Mature entrants						All entrants					
	Total entrants	Continue or qualify	At other UK HEI	Not in HE	Bench-mark	Std dev	Total entrants	Continue or qualify	At other UK HEI	Not in HE	Bench-mark	Std dev	Total entrants	Continue or qualify	At other UK HEI	Not in HE	Bench-mark	Std dev
		%	%	%	%	%		%	%	%	%	%		%	%	%	%	%
University of Surrey	*839*	90	4	**6**	**7**	0.9	*114*	75	6	**19**	**16**	3.3	*953*	88	5	**8**	**8**	0.9
University of Surrey Roehampton	*1,129*	87	3	**10**	**10**	0.8	*595*	84	2	**14**	**16**	1.4	*1,724*	86	3	**11**	**12**	0.7
University of Sussex	*1,387*	91	2	**7**	**6**	0.7	*420*	84	1	**14**	**17**	1.7	*1,807*	90	2	**9**	**8**	0.7
University of Teesside	*1,637*	86	3	**11**	**11**	0.7	*842*	83	2	**16**	**16**	1.2	*2,481*	85	2	**13**	**13**	0.6
Thames Valley University	*605*	70	11	**19**	**13**	1.3 ⊖	*870*	74	3	**22**	**17**	1.3 ⊖	*1,475*	72	7	**21**	**15**	0.9 ⊖
Trinity & All Saints	*568*	88	4	**8**	**8**	1.1	*87*	78	2	**20**	**16**	3.7	*655*	87	3	**10**	**9**	1.1
Trinity College of Music	*71*	97	1	**1**	**11**	2.5 ⊕	*8*	63	0	**38**	**22**	15.0	*79*	94	1	**5**	**12**	2.8
University College London	*2,239*	92	3	**5**	**4**	0.5	*358*	89	2	**9**	**12**	1.6	*2,597*	91	3	**6**	**5**	0.5
University of Warwick	*2,147*	95	2	**3**	**4**	0.5	*142*	82	3	**15**	**17**	2.9	*2,289*	94	2	**3**	**5**	0.5
University of West of England, Bristol	*3,759*	88	3	**9**	**9**	0.4	*983*	87	2	**11**	**17**	1.1 ⊕	*4,742*	88	2	**10**	**11**	0.4
University of Westminster	*1,885*	82	7	**11**	**11**	0.7	*1,295*	76	4	**20**	**17**	1.0	*3,181*	79	6	**15**	**14**	0.6
Westminster College, Oxford	*69*	94	0	**6**	**8**	3.0	*32*	94	0	**6**	**12**	5.3	*101*	94	0	**6**	**9**	2.6
Wimbledon School of Art	*66*	100	0	**0**	**8**	2.4 ⊕	*43*	93	0	**7**	**12**	4.8	*109*	97	0	**3**	**10**	2.3
University of Wolverhampton	*2,187*	84	4	**12**	**11**	0.6	*1,298*	82	2	**16**	**15**	1.0	*3,485*	83	3	**14**	**13**	0.5
University College Worcester	*471*	96	1	**3**	**11**	1.0 ⊕	*298*	86	1	**13**	**17**	2.0	*769*	92	1	**7**	**13**	1.0 ⊕
Writtle College	*158*	82	3	**15**	**10**	2.3	*103*	79	1	**20**	**16**	3.3	*261*	81	2	**17**	**12**	1.9
Wye College, University of London	*124*	90	1	**10**	**9**	2.4	*24*	83	0	**17**	**19**	7.1	*148*	89	1	**11**	**10**	2.3
University of York	*1,346*	93	2	**5**	**4**	0.7	*118*	81	4	**14**	**15**	3.0	*1,464*	92	2	**6**	**5**	0.7
York St John College	*798*	92	2	**5**	**8**	0.9	*191*	89	1	**10**	**13**	2.3	*989*	92	1	**7**	**9**	0.9

⊕/⊖ Shows that the indicator is significantly better/worse than its benchmark

† See introduction to table

Table T3 a : Non-continuation following year of entry

Full-time first degree entrants 1998-99

Institution	Young entrants						Mature entrants						All entrants					
	Total entrants	Continue or qualify	At other UK HEI	Not in HE	Bench-mark	Std dev	Total entrants	Continue or qualify	At other UK HEI	Not in HE	Bench-mark	Std dev	Total entrants	Continue or qualify	At other UK HEI	Not in HE	Bench-mark	Std dev
		%	%	%	%	%		%	%	%	%	%		%	%	%	%	%
Scotland																		
All Scottish Institutions	*22,907*	89	3	**9**			*5,729*	84	1	**15**			*28,640*	88	2	**10**		
University of Aberdeen	*1,599*	91	2	**7**	**8**	0.6	*332*	81	2	**17**	**17**	2.0	*1,931*	89	2	**9**	**10**	0.6
University of Abertay Dundee	*628*	78	5	**17**	**12**	1.3 ⊖	*346*	75	2	**23**	**18**	2.0	*974*	77	4	**19**	**14**	1.1 ⊖
University of Dundee	*1,171*	90	1	**9**	**7**	0.8	*275*	83	1	**16**	**14**	2.1	*1,446*	89	1	**10**	**9**	0.8
University of Edinburgh	*3,178*	94	2	**3**	**5**	0.4	*382*	88	2	**10**	**14**	1.7	*3,560*	93	2	**4**	**5**	0.4
Edinburgh College of Art	*256*	84	5	**11**	**8**	1.8	*76*	89	0	**11**	**14**	3.8	*332*	85	4	**11**	**9**	1.6
University of Glasgow	*3,387*	91	3	**6**	**5**	0.4	*543*	88	2	**10**	**12**	1.4	*3,930*	91	3	**7**	**6**	0.4
Glasgow Caledonian University	*2,201*	82	3	**16**	**10**	0.6 ⊖	*880*	82	1	**16**	**15**	1.2	*3,081*	82	2	**16**	**12**	0.6 ⊖
Glasgow School of Art	*244*	93	1	**6**	**10**	1.3 ⊕	*68*	99	0	**1**	**18**	3.3 ⊕	*313*	95	1	**5**	**12**	1.3 ⊕
Heriot-Watt University	*939*	89	5	**6**	**8**	0.8	*151*	83	1	**17**	**17**	2.9	*1,090*	88	4	**8**	**9**	0.8
Napier University	*1,410*	86	2	**12**	**11**	0.8	*557*	89	0	**10**	**19**	1.4 ⊕	*1,970*	87	2	**11**	**13**	0.7
Northern College of Education	*154*	84	1	**14**	**7**	2.5	*112*	89	2	**9**	**16**	3.0	*266*	86	2	**12**	**11**	1.9
University of Paisley	*1,112*	80	3	**17**	**12**	1.0 ⊖	*691*	74	2	**25**	**16**	1.5 ⊖	*1,803*	77	3	**20**	**13**	0.8 ⊖
Queen Margaret University College	*516*	87	4	**9**	**9**	1.2	*241*	88	1	**11**	**13**	2.1	*757*	87	3	**10**	**10**	1.0
Robert Gordon University	*1,284*	85	2	**12**	**9**	0.8	*268*	81	2	**17**	**16**	2.2	*1,552*	84	2	**13**	**11**	0.8
Royal Scottish Academy of Music & Drama	*136*	88	1	**11**	**10**	2.3	*19*	95	0	**5**	**16**	7.0	*155*	88	1	**10**	**11**	2.3
University of St Andrews	*1,185*	95	2	**4**	**6**	0.7	*78*	83	0	**17**	**14**	3.9	*1,263*	94	2	**4**	**7**	0.7
University of Stirling	*984*	92	3	**5**	**8**	0.8	*274*	87	1	**12**	**15**	2.0	*1,258*	91	3	**7**	**9**	0.8
University of Strathclyde	*2,523*	90	3	**8**	**6**	0.5	*436*	89	2	**9**	**15**	1.5 ⊕	*2,959*	90	3	**8**	**8**	0.5

⊕/⊖ Shows that the indicator is significantly better/worse than its benchmark
† See introduction to table

Table T3 a : Non-continuation following year of entry

Full-time first degree entrants 1998-99

Institution	Young entrants						Mature entrants						All entrants					
	Total entrants	Continue or qualify	At other UK HEI	Not in HE	Bench-mark	Std dev	Total entrants	Continue or qualify	At other UK HEI	Not in HE	Bench-mark	Std dev	Total entrants	Continue or qualify	At other UK HEI	Not in HE	Bench-mark	Std dev
		%	%	%	%	%		%	%	%	%	%		%	%	%	%	%
Wales																		
All Welsh Institutions	*13,086*	91	3	**7**			*3,661*	84	2	**14**			*16,764*	89	2	**8**		
University of Glamorgan	*2,001*	86	3	**11**	**12**	0.6	*839*	81	2	**17**	**20**	1.2	*2,852*	85	2	**13**	**15**	0.6
University of Wales, Aberystwyth	*1,621*	95	2	**3**	**7**	0.6 ⊕	*179*	86	3	**11**	**17**	2.4	*1,800*	94	2	**4**	**8**	0.6 ⊕
University of Wales, Bangor	*1,281*	90	3	**7**	**8**	0.7	*332*	86	2	**12**	**16**	1.8	*1,613*	89	3	**8**	**10**	0.7
Cardiff University	*3,211*	94	3	**4**	**5**	0.4	*279*	86	5	**9**	**14**	1.9	*3,490*	93	3	**4**	**6**	0.4
University of Wales, Lampeter	*219*	90	3	**6**	**9**	1.7	*140*	82	2	**16**	**16**	2.9	*362*	87	3	**10**	**12**	1.5
University of Wales, Swansea	*1,606*	93	3	**4**	**7**	0.6	*226*	87	4	**10**	**15**	2.1	*1,832*	92	3	**5**	**8**	0.6
University of Wales College of Medicine	*243*	95	2	**3**	**4**	1.4	*184*	90	1	**9**	**7**	2.3	*427*	93	1	**5**	**5**	1.2
University of Wales Institute, Cardiff	*1,109*	89	3	**8**	**9**	0.8	*449*	84	1	**15**	**14**	1.6	*1,558*	88	2	**10**	**10**	0.7
University of Wales College, Newport	*442*	81	4	**15**	**11**	1.4	*292*	84	2	**14**	**15**	2.0	*734*	82	3	**15**	**13**	1.2
North East Wales Institute	*432*	87	1	**13**	**12**	1.4	*341*	83	0	**17**	**16**	1.9	*773*	85	1	**14**	**14**	1.1
Swansea Institute of Higher Education	*552*	84	3	**14**	**12**	1.3	*334*	78	1	**20**	**17**	2.0	*886*	82	2	**16**	**14**	1.1
Trinity College Carmarthen	*276*	91	2	**7**	**10**	1.5	*51*	90	0	**10**	**15**	4.4	*329*	91	2	**8**	**11**	1.5
Welsh College of Music and Drama	*93*	91	4	**4**	**9**	2.4	*15*	100	0	**0**	**13**	7.0	*108*	93	4	**4**	**10**	2.4
Northern Ireland																		
All Northern Ireland Institutions	*5,302*	85	7	**8**			*886*	83	5	**12**			*6,199*	85	7	**9**		
The Queen's University of Belfast	*2,803*	82	12	**6**	**6**	0.5	*312*	76	11	**13**	**14**	1.9	*3,115*	82	11	**7**	**6**	0.5
University of Ulster	*2,499*	88	2	**10**	**8**	0.6	*574*	87	1	**12**	**15**	1.4	*3,084*	88	2	**11**	**9**	0.5

⊕/⊖ Shows that the indicator is significantly better/worse than its benchmark

† See introduction to table

Table T3 b: Non-continuation following year of entry

Young full-time first degree entrants 1998-99

Institution	From low participation neighbourhoods: Total entrant	Continue or qualify	At other UK HEI	Not in HE	Bench-mark	From other neighbourhoods: Total entrant	Continue or qualify	At other UK HEI	Not in HE	Bench-mark
		%	%	%	%		%	%	%	%
UK										
All UK Institutions	*26,086*	86	3	11		*185,527*	90	3	7	
England										
All English Institutions	*19,889*	86	3	10		*151,912*	90	3	8	
Anglia Polytechnic University	*147*	82	3	16	12	*1,173*	89	2	9	10
Aston University	*140*	91	3	6	8	*1,097*	89	5	6	6
University of Bath	*80*	98	3	0	6	*1,075*	96	1	3	4
Bath Spa University College	*48*	94	2	4	11	*425*	89	2	9	9
University of Birmingham	*305*	90	2	8	6	*3,226*	93	2	5	4
Bishop Grosseteste College	*19*	89	5	5	9	*140*	94	2	4	7
Bolton Institute of Higher Education	*155*	83	5	12	14	*434*	81	4	14	13
Bournemouth University	*89*	73	4	22	11	*1,318*	88	3	8	8
University of Bradford	*204*	84	4	12	10	*1,201*	90	3	7	8
Bretton Hall	*82*	83	1	16	11	*422*	85	1	13	9
University of Brighton	*147*	88	3	9	11	*1,362*	88	2	9	9
University of Bristol (†)	*120*					*2,534*				
Brunel University	*176*	92	3	5	10	*1,585*	91	3	7	8
Buckinghamshire Chilterns University College	*124*	83	2	15	13	*858*	85	2	13	11
University of Cambridge	*129*	99	1	0	2	*2,561*	99	0	1	2
Canterbury Christ Church University College	*69*	93	0	7	13	*683*	89	1	10	10
University of Central England in Birmingham	*316*	82	5	14	12	*1,721*	85	4	10	10
University of Central Lancashire (†)	*389*					*1,684*				

† See introduction to table

Table T3 b: Non-continuation following year of entry

Young full-time first degree entrants 1998-99

Institution	From low participation neighbourhoods					From other neighbourhoods				
	Total entrant	Continue or qualify	At other UK HEI	Not in HE	Bench-mark	Total entrant	Continue or qualify	At other UK HEI	Not in HE	Bench-mark
		%	%	%	%		%	%	%	%
Central School of Speech and Drama	*6*	100	0	**0**	**14**	*82*	87	4	**10**	**9**
Chester College of Higher Education	*142*	87	1	**12**	**11**	*661*	85	4	**11**	**9**
University College Chichester	*59*	90	3	**7**	**12**	*478*	92	2	**6**	**9**
City University	*68*	81	6	**13**	**10**	*799*	84	7	**10**	**7**
Coventry University	*389*	81	5	**14**	**13**	*2,159*	84	4	**12**	**11**
Cranfield University	*17*	82	0	**18**	**12**	*158*	87	2	**11**	**11**
Cumbria College of Art & Design	*27*	93	0	**7**	**16**	*107*	89	2	**9**	**12**
Dartington College of Arts	*12*	100	0	**0**	**12**	*75*	83	7	**11**	**10**
De Montfort University	*488*	77	5	**18**	**14**	*2,978*	85	4	**12**	**10**
University of Derby	*333*	81	3	**15**	**13**	*1,712*	87	3	**10**	**10**
University of Durham	*193*	90	2	**8**	**6**	*2,232*	96	1	**3**	**4**
University of East Anglia	*113*	88	4	**8**	**7**	*1,249*	94	2	**4**	**6**
University of East London	*163*	80	2	**18**	**15**	*941*	83	4	**13**	**12**
Edge Hill College of Higher Education	*186*	86	4	**10**	**12**	*643*	88	2	**9**	**10**
University of Essex	*74*	91	3	**7**	**9**	*675*	91	2	**7**	**7**
University of Exeter	*100*	93	2	**5**	**6**	*1,650*	94	1	**5**	**5**
Falmouth College of Arts	*35*	91	0	**9**	**13**	*203*	94	1	**5**	**9**
University of Gloucestershire	*146*	88	1	**10**	**12**	*1,218*	88	2	**10**	**9**
Goldsmiths College	*60*	85	5	**10**	**8**	*631*	88	3	**8**	**7**
University of Greenwich	*198*	82	5	**13**	**13**	*1,208*	83	5	**12**	**11**
Harper Adams University College	*9*	100	0	**0**	**4**	*198*	93	0	**7**	**8**
University of Hertfordshire	*302*	82	7	**11**	**14**	*2,073*	87	4	**9**	**11**

† See introduction to table

Table T3 b: Non-continuation following year of entry

Young full-time first degree entrants 1998-99

Institution	From low participation neighbourhoods					From other neighbourhoods				
	Total entrant	Continue or qualify	At other UK HEI	Not in HE	Bench-mark	Total entrant	Continue or qualify	At other UK HEI	Not in HE	Bench-mark
		%	%	%	%		%	%	%	%
Homerton College, Cambridge	*12*	92	8	**0**	**6**	*142*	92	5	**3**	**4**
University of Huddersfield	*382*	82	2	**16**	**12**	*1,663*	87	3	**11**	**10**
University of Hull	*209*	91	2	**7**	**8**	*1,492*	93	2	**5**	**7**
Imperial College	*84*	88	6	**6**	**4**	*1,226*	93	4	**4**	**3**
Keele University	*125*	88	1	**11**	**9**	*965*	93	2	**5**	**6**
University of Kent at Canterbury	*116*	91	1	**9**	**7**	*1,164*	92	2	**6**	**7**
Kent Institute of Art & Design	*45*	84	0	**16**	**12**	*254*	88	3	**9**	**9**
King Alfred's College, Winchester	*99*	82	8	**10**	**12**	*666*	92	1	**7**	**9**
King's College London	*158*	92	2	**6**	**5**	*1,879*	91	4	**5**	**5**
Kingston University	*211*	87	4	**9**	**12**	*1,904*	87	4	**9**	**10**
Lancaster University	*194*	94	1	**5**	**6**	*1,546*	94	2	**4**	**5**
University of Leeds	*344*	92	1	**6**	**6**	*3,769*	94	1	**5**	**4**
Leeds Metropolitan University	*353*	91	2	**7**	**12**	*2,572*	90	3	**7**	**10**
University of Leicester	*167*	96	1	**3**	**6**	*1,579*	92	3	**5**	**5**
University of Lincoln	*227*	88	2	**11**	**13**	*1,234*	88	1	**10**	**10**
University of Liverpool	*338*	88	3	**9**	**7**	*2,497*	92	2	**6**	**5**
Liverpool Hope	*219*	84	2	**13**	**14**	*593*	85	5	**11**	**12**
Liverpool John Moores University	*515*	84	4	**12**	**11**	*2,188*	87	4	**10**	**9**
University of London (Institutes and activities)	*11*	18	73	**9**	**7**	*98*	39	52	**9**	**5**
London Sch of Economics & Political Sci	*27*	100	0	**0**	**3**	*431*	97	2	**1**	**3**
London Guildhall University	*123*	83	7	**10**	**14**	*1,107*	83	5	**11**	**12**
The London Institute	*84*	92	4	**5**	**12**	*731*	89	3	**8**	**9**

† See introduction to table

Table T3 b: Non-continuation following year of entry

Young full-time first degree entrants 1998-99

Institution	From low participation neighbourhoods					From other neighbourhoods				
	Total entrant	Continue or qualify	At other UK HEI	Not in HE	Bench-mark	Total entrant	Continue or qualify	At other UK HEI	Not in HE	Bench-mark
		%	%	%	%		%	%	%	%
Loughborough University	*203*	91	4	**5**	**8**	*2,121*	93	2	**4**	**6**
University of Luton	*218*	82	4	**14**	**15**	*1,110*	83	4	**13**	**12**
University of Manchester	*326*	91	3	**6**	**6**	*3,131*	93	3	**4**	**5**
UMIST	*139*	86	6	**8**	**8**	*1,034*	90	3	**7**	**5**
Manchester Metropolitan University	*678*	82	5	**12**	**13**	*3,350*	85	4	**11**	**10**
Middlesex University	*283*	81	4	**15**	**13**	*1,901*	82	4	**14**	**11**
University of Newcastle	*256*	91	5	**4**	**7**	*2,367*	93	3	**4**	**5**
Newman College	*49*	92	0	**8**	**12**	*211*	86	4	**9**	**9**
University College Northampton	*214*	84	4	**12**	**13**	*1,272*	85	3	**11**	**10**
University of North London	*158*	75	8	**16**	**15**	*1,204*	74	8	**18**	**13**
North Riding College	*61*	90	5	**5**	**12**	*216*	86	5	**9**	**10**
Northern School of Contemporary Dance	*12*	75	8	**17**	**14**	*25*	80	4	**16**	**11**
University of Northumbria at Newcastle	*479*	88	2	**10**	**11**	*2,377*	90	2	**8**	**9**
Norwich School of Art & Design	*8*	100	0	**0**	**13**	*113*	96	1	**4**	**9**
University of Nottingham	*175*	94	3	**3**	**5**	*2,378*	96	1	**3**	**4**
Nottingham Trent University	*370*	88	2	**9**	**10**	*2,770*	89	3	**6**	**8**
School of Oriental and African Studies	*11*	100	0	**0**	**6**	*217*	86	3	**11**	**6**
University of Oxford	*131*	95	2	**2**	**3**	*2,857*	97	1	**2**	**2**
Oxford Brookes University	*129*	84	5	**10**	**11**	*1,729*	88	3	**10**	**9**
School of Pharmacy	*11*	91	9	**0**	**4**	*85*	81	8	**11**	**4**
University of Plymouth	*238*	87	4	**9**	**11**	*2,252*	90	3	**7**	**9**
University of Portsmouth	*203*	83	5	**12**	**11**	*1,942*	91	3	**6**	**9**

† See introduction to table

Table T3 b: Non-continuation following year of entry

Young full-time first degree entrants 1998-99

Institution	From low participation neighbourhoods					From other neighbourhoods				
	Total entrant	Continue or qualify	At other UK HEI	Not in HE	Bench-mark	Total entrant	Continue or qualify	At other UK HEI	Not in HE	Bench-mark
		%	%	%	%		%	%	%	%
Queen Mary, University of London	*135*	87	3	**10**	**7**	*1,299*	87	3	**9**	**7**
Ravensbourne College	*10*	80	10	**10**	**14**	*92*	92	1	**7**	**9**
University of Reading	*127*	91	2	**6**	**7**	*1,682*	91	2	**6**	**6**
Rose Bruford College	*14*	71	14	**14**	**14**	*97*	92	4	**4**	**9**
Royal Academy of Music	*3*					*50*	100	0	**0**	**10**
Royal College of Music	*4*			-		*49*	94	4	**2**	**10**
Royal Holloway, University of London	*79*	92	5	**3**	**7**	*941*	92	3	**5**	**5**
Royal Northern College of Music	*13*	100	0	**0**	**14**	*87*	89	6	**6**	**10**
Royal Veterinary College	*7*	100	0	**0**	**2**	*86*	95	1	**3**	**2**
St George's Hospital Medical School	*10*	100	0	**0**	**2**	*180*	98	1	**1**	**3**
College of St Mark & St John	*58*	95	0	**5**	**12**	*344*	94	1	**5**	**8**
St Martin's College	*106*	90	5	**6**	**10**	*646*	93	2	**5**	**9**
St Mary's College	*61*	93	0	**7**	**12**	*551*	89	1	**9**	**9**
University of Salford	*342*	85	3	**12**	**13**	*1,740*	86	3	**11**	**10**
University of Sheffield	*256*	96	1	**3**	**5**	*2,538*	97	1	**2**	**4**
Sheffield Hallam University	*573*	89	1	**10**	**11**	*3,190*	90	3	**7**	**9**
University of Southampton	*187*	93	3	**5**	**8**	*2,892*	95	2	**4**	**5**
Southampton Institute	*183*	83	2	**15**	**14**	*1,703*	81	2	**17**	**11**
South Bank University	*112*	75	6	**19**	**15**	*878*	78	6	**16**	**12**
Staffordshire University (†)	*466*					*2,195*				
University of Sunderland	*566*	82	2	**16**	**13**	*1,317*	87	3	**10**	**10**
The Surrey Inst of Art & Design Univ Col	*40*	85	5	**10**	**13**	*442*	88	3	**9**	**9**
University of Surrey	*61*	85	7	**8**	**8**	*763*	90	4	**6**	**6**

† See introduction to table

Table T3 b: Non-continuation following year of entry

Young full-time first degree entrants 1998-99

Institution	From low participation neighbourhoods					From other neighbourhoods				
	Total entrant	Continue or qualify	At other UK HEI	Not in HE	Bench-mark	Total entrant	Continue or qualify	At other UK HEI	Not in HE	Bench-mark
		%	%	%	%		%	%	%	%
University of Surrey Roehampton	*111*	87	4	**9**	**12**	*1,010*	87	3	**10**	**10**
University of Sussex	*90*	92	2	**6**	**6**	*1,287*	91	2	**7**	**6**
University of Teesside	*359*	85	3	**12**	**13**	*1,250*	87	3	**10**	**11**
Thames Valley University	*71*	59	15	**25**	**16**	*518*	71	11	**18**	**12**
Trinity & All Saints	*83*	87	2	**11**	**11**	*478*	89	4	**8**	**8**
Trinity College of Music	*7*	100	0	**0**	**14**	*63*	97	2	**2**	**10**
University College London	*113*	92	4	**4**	**6**	*2,087*	92	3	**5**	**4**
University of Warwick	*145*	94	1	**5**	**5**	*1,980*	95	2	**2**	**4**
University of West of England, Bristol	*304*	88	3	**9**	**11**	*3,385*	89	3	**9**	**9**
University of Westminster	*185*	83	8	**10**	**12**	*1,678*	82	7	**11**	**10**
Westminster College, Oxford	*10*	100	0	**0**	**9**	*57*	93	0	**7**	**7**
Wimbledon School of Art	*4*					*62*	100	0	**0**	**7**
University of Wolverhampton	*435*	82	3	**15**	**13**	*1,738*	85	4	**12**	**11**
University College Worcester	*57*	91	0	**9**	**12**	*411*	97	1	**2**	**10**
Writtle College	*14*	100	0	**0**	**1**	*142*	81	4	**15**	**10**
Wye College, University of London	*3*					*120*	91	0	**9**	**9**
University of York	*112*	90	1	**9**	**5**	*1,222*	93	2	**5**	**4**
York St John College	*119*	92	3	**6**	**10**	*671*	92	1	**6**	**8**

† See introduction to table

Table T3 b: Non-continuation following year of entry

Young full-time first degree entrants 1998-99

Institution	From low participation neighbourhoods					From other neighbourhoods				
	Total entrant	Continue or qualify	At other UK HEI	Not in HE	Bench-mark	Total entrant	Continue or qualify	At other UK HEI	Not in HE	Bench-mark
		%	%	%	%		%	%	%	%
Scotland										
All Scottish Institutions	*3,788*	85	3	**12**		*18,615*	90	3	**8**	
University of Aberdeen	*181*	85	3	**12**	**11**	*1,386*	92	2	**6**	**7**
University of Abertay Dundee	*173*	73	6	**21**	**14**	*438*	79	5	**16**	**11**
University of Dundee	*156*	87	1	**12**	**10**	*965*	90	1	**8**	**7**
University of Edinburgh	*275*	92	3	**5**	**6**	*2,848*	94	2	**3**	**4**
Edinburgh College of Art	*35*	77	0	**23**	**10**	*217*	86	6	**9**	**7**
University of Glasgow	*506*	86	5	**8**	**8**	*2,803*	92	2	**6**	**5**
Glasgow Caledonian University	*559*	80	2	**18**	**12**	*1,617*	82	3	**15**	**10**
Glasgow School of Art	*34*	85	0	**15**	**17**	*200*	95	1	**5**	**8**
Heriot-Watt University	*155*	86	5	**8**	**9**	*754*	89	5	**6**	**7**
Napier University	*266*	88	2	**11**	**13**	*1,118*	86	2	**12**	**11**
Northern College of Education	*32*	91	3	**6**	**9**	*120*	83	1	**17**	**7**
University of Paisley	*354*	75	3	**21**	**14**	*744*	81	3	**15**	**11**
Queen Margaret University College	*90*	83	7	**10**	**12**	*407*	87	4	**9**	**8**
Robert Gordon University	*179*	86	1	**13**	**12**	*1,082*	85	3	**12**	**9**
Royal Scottish Academy of Music & Drama	*23*	78	0	**22**	**13**	*107*	89	2	**9**	**9**
University of St Andrews	*91*	88	3	**9**	**8**	*1,075*	95	2	**3**	**6**
University of Stirling	*185*	94	2	**5**	**9**	*772*	91	3	**5**	**7**
University of Strathclyde	*494*	88	2	**10**	**8**	*1,962*	90	3	**7**	**6**

† See introduction to table

Table T3 b: Non-continuation following year of entry

Young full-time first degree entrants 1998-99

Institution	From low participation neighbourhoods					From other neighbourhoods				
	Total entrant	Continue or qualify	At other UK HEI	Not in HE	Bench-mark	Total entrant	Continue or qualify	At other UK HEI	Not in HE	Bench-mark
		%	%	%	%		%	%	%	%
Wales										
All Welsh Institutions	*1,983*	88	3	**9**		*10,926*	91	3	**6**	
University of Glamorgan	*473*	85	4	**11**	**14**	*1,492*	86	2	**11**	**12**
University of Wales, Aberystwyth	*175*	95	2	**3**	**8**	*1,433*	95	2	**3**	**7**
University of Wales, Bangor	*167*	84	5	**11**	**10**	*1,086*	91	3	**6**	**8**
Cardiff University	*352*	89	4	**7**	**6**	*2,806*	94	3	**3**	**4**
University of Wales, Lampeter	*35*	97	3	**0**	**11**	*180*	89	3	**8**	**9**
University of Wales, Swansea	*201*	94	3	**3**	**8**	*1,393*	93	3	**4**	**6**
University of Wales College of Medicine	*24*	96	0	**4**	**5**	*216*	95	2	**3**	**4**
University of Wales Institute, Cardiff	*165*	88	5	**7**	**11**	*930*	90	2	**8**	**8**
University of Wales College, Newport	*116*	75	4	**21**	**15**	*324*	83	4	**14**	**11**
North East Wales Institute	*80*	86	1	**13**	**14**	*349*	87	1	**13**	**11**
Swansea Institute of Higher Education	*118*	86	0	**14**	**13**	*431*	83	3	**14**	**11**
Trinity College Carmarthen	*67*	88	0	**12**	**12**	*206*	92	3	**5**	**10**
Welsh College of Music and Drama	*10*	90	0	**10**	**16**	*80*	91	5	**4**	**9**
Northern Ireland										
All Northern Ireland Institutions	*426*	82	6	**12**		*4,074*	85	7	**8**	
The Queen's University of Belfast	*211*	81	10	**9**	**7**	*2,135*	82	12	**5**	**5**
University of Ulster	*215*	83	2	**15**	**9**	*1,939*	88	2	**10**	**8**

† See introduction to table

HEFCE 01/69 69

Table T3 c: Non-continuation following year of entry

Mature full-time first degree entrants 1998-99

Institution	With previous HE qualification: Total entrant	Continue or qualify	At other UK HEI	Not in HE	Bench-mark	With no previous HE qualification: Total entrant	Continue or qualify	At other UK HEI	Not in HE	Bench-mark
		%	%	%	%		%	%	%	%
UK										
All UK Institutions	*17,577*	84	2	**14**		*43,679*	81	2	**17**	
England										
All English Institutions	*13,903*	84	2	**14**		*37,946*	81	2	**17**	
Anglia Polytechnic University	*328*	78	2	**20**	**14**	*544*	81	3	**16**	**15**
Aston University	*35*	89	3	**9**	**11**	*121*	74	6	**20**	**17**
University of Bath	*28*	100	0	**0**	**14**	*48*	88	2	**10**	**17**
Bath Spa University College	*66*	77	2	**21**	**14**	*261*	87	2	**11**	**14**
University of Birmingham	*79*	81	1	**18**	**16**	*236*	83	2	**15**	**16**
Bishop Grosseteste College	*3*					*35*	100	0	**0**	**11**
Bolton Institute of Higher Education	*203*	84	1	**15**	**14**	*393*	76	2	**22**	**19**
Bournemouth University	*119*	93	1	**6**	**16**	*248*	79	3	**18**	**17**
University of Bradford	*77*	87	0	**13**	**14**	*178*	81	2	**17**	**17**
Bretton Hall	*11*	91	0	**9**	**13**	*135*	84	1	**15**	**15**
University of Brighton	*227*	83	4	**13**	**14**	*595*	82	2	**16**	**16**
University of Bristol (†)	*0*					*243*				
Brunel University	*147*	89	2	**9**	**13**	*361*	80	3	**17**	**17**
Buckinghamshire Chilterns University College	*190*	86	2	**12**	**14**	*255*	76	2	**22**	**19**
University of Cambridge	*2*					*61*	97	0	**3**	**15**
Canterbury Christ Church University College	*73*	95	1	**4**	**12**	*275*	85	1	**15**	**14**
University of Central England in Birmingham	*274*	86	1	**12**	**13**	*581*	78	3	**20**	**17**
University of Central Lancashire (†)	*369*					*923*				

† See introduction to table

Table T3 c: Non-continuation following year of entry

Mature full-time first degree entrants 1998-99

Institution	With previous HE qualification					With no previous HE qualification				
	Total entrant	Continue or qualify	At other UK HEI	Not in HE	Bench-mark	Total entrant	Continue or qualify	At other UK HEI	Not in HE	Bench-mark
		%	%	%	%		%	%	%	%
Central School of Speech and Drama	*24*	100	0	**0**	**12**	*28*	79	0	**21**	**15**
Chester College of Higher Education	*24*	96	0	**4**	**14**	*123*	87	2	**11**	**15**
University College Chichester	*33*	91	0	**9**	**13**	*238*	92	1	**7**	**15**
City University	*80*	78	8	**15**	**14**	*148*	78	2	**20**	**17**
Coventry University	*291*	82	1	**16**	**15**	*519*	77	3	**19**	**18**
Cranfield University	*33*	91	0	**9**	**17**	*33*	76	0	**24**	**19**
Cumbria College of Art & Design	*20*	100	0	**0**	**12**	*49*	82	2	**16**	**15**
Dartington College of Arts	*7*	86	0	**14**	**12**	*46*	78	0	**22**	**14**
De Montfort University	*198*	85	0	**15**	**14**	*767*	73	3	**25**	**18**
University of Derby	*228*	83	1	**16**	**14**	*743*	80	2	**18**	**17**
University of Durham	*38*	92	0	**8**	**14**	*213*	83	1	**16**	**15**
University of East Anglia	*86*	84	3	**13**	**14**	*228*	82	3	**15**	**16**
University of East London	*369*	81	2	**17**	**15**	*881*	77	2	**21**	**19**
Edge Hill College of Higher Education	*68*	88	1	**10**	**14**	*217*	83	2	**14**	**16**
University of Essex	*34*	82	12	**6**	**16**	*149*	82	2	**16**	**15**
University of Exeter	*45*	91	0	**9**	**15**	*169*	86	1	**13**	**15**
Falmouth College of Arts	*31*	94	0	**6**	**13**	*81*	86	2	**11**	**13**
University of Gloucestershire	*107*	93	1	**6**	**14**	*334*	83	1	**16**	**15**
Goldsmiths College	*77*	86	4	**10**	**14**	*378*	82	3	**15**	**14**
University of Greenwich	*296*	82	2	**16**	**15**	*678*	81	4	**15**	**17**
Harper Adams University College	*29*	97	0	**3**	**14**	*29*	93	0	**7**	**15**
University of Hertfordshire	*221*	87	2	**11**	**15**	*646*	81	4	**15**	**18**

† See introduction to table

Table T3 c: Non-continuation following year of entry

Mature full-time first degree entrants 1998-99

Institution	With previous HE qualification					With no previous HE qualification				
	Total entrant	Continue or qualify	At other UK HEI	Not in HE	Bench-mark	Total entrant	Continue or qualify	At other UK HEI	Not in HE	Bench-mark
		%	%	%	%		%	%	%	%
Homerton College, Cambridge	*16*	63	6	**31**	**10**	*13*	100	0	**0**	**10**
University of Huddersfield	*360*	86	1	**13**	**15**	*421*	82	2	**16**	**17**
University of Hull	*9*	67	0	**33**	**11**	*212*	88	0	**12**	**16**
Imperial College	*14*	100	0	**0**	**5**	*65*	94	3	**3**	**7**
Keele University	*5*	60	20	**20**	**17**	*85*	81	1	**18**	**15**
University of Kent at Canterbury	*67*	78	0	**22**	**16**	*215*	77	3	**20**	**17**
Kent Institute of Art & Design	*45*	80	0	**20**	**12**	*74*	85	3	**12**	**13**
King Alfred's College, Winchester	*48*	85	0	**15**	**14**	*152*	86	3	**11**	**15**
King's College London	*197*	89	2	**9**	**9**	*202*	81	1	**18**	**14**
Kingston University	*271*	90	1	**8**	**14**	*736*	82	3	**15**	**17**
Lancaster University	*50*	74	4	**22**	**16**	*125*	79	3	**18**	**17**
University of Leeds	*30*	80	3	**17**	**14**	*220*	80	3	**17**	**15**
Leeds Metropolitan University	*455*	90	1	**9**	**14**	*778*	85	2	**13**	**18**
University of Leicester	*20*	80	5	**15**	**9**	*82*	84	5	**11**	**14**
University of Lincoln	*181*	87	0	**13**	**15**	*471*	81	1	**18**	**19**
University of Liverpool	*44*	93	0	**7**	**12**	*258*	86	2	**12**	**13**
Liverpool Hope	*36*	75	3	**22**	**16**	*248*	78	1	**21**	**16**
Liverpool John Moores University	*261*	77	2	**20**	**15**	*607*	81	2	**17**	**17**
University of London (Institutes and activities)	*6*	67	17	**17**	**12**	*32*	3	72	**25**	**17**
London Sch of Economics & Political Sci	*4*					*22*	82	0	**18**	**15**
London Guildhall University	*109*	82	3	**16**	**16**	*755*	79	3	**19**	**19**
The London Institute	*122*	89	1	**10**	**13**	*490*	89	0	**11**	**15**

† See introduction to table

Table T3 c: Non-continuation following year of entry

Mature full-time first degree entrants 1998-99

Institution	With previous HE qualification					With no previous HE qualification				
	Total entrant	Continue or qualify	At other UK HEI	Not in HE	Bench-mark	Total entrant	Continue or qualify	At other UK HEI	Not in HE	Bench-mark
		%	%	%	%		%	%	%	%
Loughborough University	*21*	90	5	**5**	**15**	*129*	79	3	**18**	**16**
University of Luton	*188*	82	2	**16**	**15**	*507*	74	3	**22**	**21**
University of Manchester	*105*	95	0	**5**	**6**	*206*	82	1	**17**	**12**
UMIST	*21*	71	5	**24**	**15**	*77*	75	4	**21**	**16**
Manchester Metropolitan University	*397*	77	5	**19**	**14**	*873*	78	3	**20**	**17**
Middlesex University	*298*	77	3	**20**	**14**	*1,312*	77	2	**21**	**18**
University of Newcastle	*35*	94	0	**6**	**10**	*111*	81	3	**16**	**17**
Newman College	*3*					*111*	86	3	**12**	**12**
University College Northampton	*173*	79	2	**20**	**14**	*343*	78	4	**18**	**16**
University of North London	*318*	78	2	**20**	**15**	*1,356*	72	4	**25**	**19**
North Riding College	*19*	95	0	**5**	**14**	*114*	86	0	**14**	**16**
Northern School of Contemporary Dance	*2*					*7*	86	0	**14**	**18**
University of Northumbria at Newcastle	*356*	85	2	**13**	**14**	*693*	87	2	**11**	**16**
Norwich School of Art & Design	*13*	85	0	**15**	**12**	*56*	88	2	**11**	**13**
University of Nottingham	*47*	89	2	**9**	**13**	*85*	87	2	**11**	**14**
Nottingham Trent University	*209*	85	2	**13**	**15**	*420*	78	3	**20**	**16**
School of Oriental and African Studies	*22*	73	14	**14**	**14**	*149*	73	1	**26**	**15**
University of Oxford	*142*	94	1	**5**	**7**	*444*	99	0	**1**	**4**
Oxford Brookes University	*183*	84	1	**16**	**13**	*420*	81	1	**17**	**17**
School of Pharmacy	*10*	80	0	**20**	**10**	*11*	91	9	**0**	**8**
University of Plymouth	*410*	88	1	**11**	**14**	*639*	83	3	**14**	**17**
University of Portsmouth	*126*	93	1	**6**	**15**	*361*	85	2	**12**	**16**

† See introduction to table

Table T3 c: Non-continuation following year of entry

Mature full-time first degree entrants 1998-99

Institution	With previous HE qualification					With no previous HE qualification				
	Total entrant	Continue or qualify	At other UK HEI	Not in HE	Bench-mark	Total entrant	Continue or qualify	At other UK HEI	Not in HE	Bench-mark
		%	%	%	%		%	%	%	%
Queen Mary, University of London	*17*	82	12	**6**	**16**	*277*	80	4	**17**	**15**
Ravensbourne College	*18*	100	0	**0**	**15**	*38*	92	0	**8**	**14**
RCN Institute	*37*	84	5	**11**	**10**	*0*				
University of Reading	*65*	82	2	**17**	**12**	*210*	82	1	**16**	**15**
Rose Bruford College	*5*	60	20	**20**	**12**	*40*	88	0	**13**	**15**
Royal Academy of Music	*0*					*4*				
Royal College of Music	*0*					*1*				
Royal Holloway, University of London	*11*	73	9	**18**	**16**	*110*	78	6	**15**	**15**
Royal Northern College of Music	*0*					*8*	75	13	**13**	**19**
Royal Veterinary College	*4*					*3*				
St George's Hospital Medical School	*11*	100	0	**0**	**7**	*19*	100	0	**0**	**4**
College of St Mark & St John	*25*	84	12	**4**	**14**	*191*	87	2	**10**	**14**
St Martin's College	*37*	92	0	**8**	**14**	*168*	93	2	**5**	**13**
St Mary's College	*11*	64	9	**27**	**15**	*78*	81	4	**15**	**14**
University of Salford	*203*	82	1	**17**	**14**	*596*	84	1	**15**	**17**
University of Sheffield	*47*	91	0	**9**	**10**	*194*	88	2	**10**	**13**
Sheffield Hallam University	*404*	88	1	**11**	**14**	*726*	80	2	**17**	**16**
University of Southampton	*27*	85	4	**11**	**13**	*340*	89	1	**10**	**14**
Southampton Institute	*69*	72	1	**26**	**15**	*582*	78	2	**20**	**19**
South Bank University	*397*	79	2	**19**	**15**	*926*	71	4	**25**	**20**
Staffordshire University (†)	*185*					*547*				
University of Sunderland	*350*	87	2	**12**	**14**	*506*	77	2	**21**	**16**
The Surrey Inst of Art & Design Univ Col	*11*	100	0	**0**	**12**	*113*	80	4	**16**	**13**

† See introduction to table

Table T3 c: Non-continuation following year of entry

Mature full-time first degree entrants 1998-99

Institution	With previous HE qualification					With no previous HE qualification				
	Total entrant	Continue or qualify	At other UK HEI	Not in HE	Bench-mark	Total entrant	Continue or qualify	At other UK HEI	Not in HE	Bench-mark
		%	%	%	%		%	%	%	%
University of Surrey	*26*	85	4	**12**	**13**	*88*	72	7	**22**	**17**
University of Surrey Roehampton	*82*	84	2	**13**	**15**	*513*	84	2	**14**	**16**
University of Sussex	*12*	83	0	**17**	**16**	*408*	84	1	**14**	**17**
University of Teesside	*263*	82	3	**16**	**14**	*351*	81	2	**16**	**18**
Thames Valley University	*347*	81	2	**17**	**14**	*491*	68	5	**27**	**19**
Trinity & All Saints	*3*					*73*	75	3	**22**	**15**
Trinity College of Music	*0*					*8*	63	0	**38**	**22**
University College London	*58*	93	0	**7**	**7**	*178*	85	3	**12**	**14**
University of Warwick	*14*	64	7	**29**	**16**	*121*	83	2	**15**	**17**
University of West of England, Bristol	*140*	85	1	**14**	**14**	*812*	88	2	**10**	**17**
University of Westminster	*288*	79	1	**19**	**14**	*991*	76	5	**20**	**18**
Westminster College, Oxford	*8*	75	0	**25**	**13**	*24*	100	0	**0**	**12**
Wimbledon School of Art	*10*	100	0	**0**	**12**	*33*	91	0	**9**	**12**
University of Wolverhampton	*512*	88	1	**11**	**13**	*781*	79	3	**19**	**16**
University College Worcester	*71*	86	0	**14**	**17**	*216*	85	2	**13**	**17**
Writtle College	*52*	73	2	**25**	**14**	*44*	84	0	**16**	**18**
Wye College, University of London	*4*					*20*	85	0	**15**	**20**
University of York	*14*	100	0	**0**	**16**	*96*	79	5	**16**	**15**
York St John College	*47*	94	0	**6**	**12**	*144*	88	1	**12**	**13**

† See introduction to table

Table T3 c: Non-continuation following year of entry

Mature full-time first degree entrants 1998-99

Institution	With previous HE qualification					With no previous HE qualification				
	Total entrant	Continue or qualify	At other UK HEI	Not in HE	Bench-mark	Total entrant	Continue or qualify	At other UK HEI	Not in HE	Bench-mark
		%	%	%	%		%	%	%	%
Scotland					†					
All Scottish Institutions	*2,612*	84	1	**15**		*2,733*	85	2	**14**	
University of Aberdeen	*95*	86	2	**12**	**14**	*173*	83	2	**16**	**17**
University of Abertay Dundee	*26*	77	4	**19**	**17**	*254*	79	0	**20**	**18**
University of Dundee	*89*	87	0	**13**	**12**	*174*	82	2	**17**	**15**
University of Edinburgh	*177*	86	2	**12**	**13**	*203*	89	2	**8**	**14**
Edinburgh College of Art	*31*	94	0	**6**	**12**	*43*	88	0	**12**	**14**
University of Glasgow	*188*	88	1	**11**	**13**	*331*	89	2	**9**	**12**
Glasgow Caledonian University	*589*	83	1	**16**	**15**	*282*	82	2	**16**	**15**
Glasgow School of Art	*0*					*4*				
Heriot-Watt University	*85*	80	0	**20**	**17**	*65*	86	2	**12**	**18**
Napier University	*94*	96	0	**4**	**16**	*425*	88	0	**12**	**19**
Northern College of Education	*56*	93	0	**7**	**16**	*55*	85	4	**11**	**17**
University of Paisley	*582*	74	1	**25**	**16**	*109*	74	3	**23**	**17**
Queen Margaret University College	*152*	87	1	**12**	**13**	*89*	91	0	**9**	**14**
Robert Gordon University	*153*	82	1	**16**	**15**	*115*	78	3	**18**	**17**
Royal Scottish Academy of Music & Drama	*5*	100	0	**0**	**12**	*14*	93	0	**7**	**18**
University of St Andrews	*25*	80	0	**20**	**13**	*52*	85	0	**15**	**15**
University of Stirling	*76*	92	0	**8**	**15**	*115*	88	2	**10**	**16**
University of Strathclyde	*189*	93	1	**7**	**16**	*230*	87	3	**10**	**13**

† See introduction to table

Table T3 c: Non-continuation following year of entry

Mature full-time first degree entrants 1998-99

Institution	With previous HE qualification: Total entrant	Continue or qualify	At other UK HEI	Not in HE	Bench-mark	With no previous HE qualification: Total entrant	Continue or qualify	At other UK HEI	Not in HE	Bench-mark
		%	%	%	%		%	%	%	%
Wales										
All Welsh Institutions	*777*	85	2	**14**		*2,418*	84	2	**14**	
University of Glamorgan	*99*	82	4	**14**	**15**	*427*	82	3	**15**	**19**
University of Wales, Aberystwyth	*6*	100	0	**0**	**15**	*161*	86	2	**11**	**17**
University of Wales, Bangor	*3*					*294*	86	2	**12**	**16**
Cardiff University	*47*	85	6	**9**	**15**	*204*	85	5	**10**	**13**
University of Wales, Lampeter	*37*	95	3	**3**	**15**	*102*	77	2	**21**	**16**
University of Wales, Swansea	*37*	97	0	**3**	**10**	*184*	84	4	**11**	**15**
University of Wales College of Medicine	*68*	84	0	**16**	**9**	*109*	94	1	**5**	**7**
University of Wales Institute, Cardiff	*191*	87	1	**13**	**14**	*254*	82	1	**17**	**15**
University of Wales College, Newport	*66*	80	6	**14**	**14**	*226*	85	1	**14**	**15**
North East Wales Institute	*120*	81	0	**19**	**14**	*184*	85	1	**15**	**16**
Swansea Institute of Higher Education	*96*	82	0	**18**	**14**	*214*	77	2	**21**	**18**
Trinity College Carmarthen	*2*					*49*	90	0	**10**	**15**
Welsh College of Music and Drama	*5*	100	0	**0**	**12**	*10*	100	0	**0**	**14**
Northern Ireland										
All Northern Ireland Institutions	*285*	90	1	**9**		*582*	80	7	**14**	
The Queen's University of Belfast	*30*	70	7	**23**	**16**	*282*	77	11	**12**	**14**
University of Ulster	*255*	92	0	**7**	**14**	*300*	82	2	**15**	**15**

† See introduction to table

Table T4

Resumption of study after year of inactivity

Full-time first degree entrants 1997-98

1. This table looks at students who entered a full-time first degree programme in 1997-98 and were then not found in any HE institution in 1998-99. It is based on much smaller numbers than the other tables, and the percentages given are therefore more liable to fluctuate from one year to the next. For this reason, we do not suggest using any of these figures as a performance indicator. They are provided as a context for the indicators in Table T3.

2. Each section of the table shows:

- the number of full-time first degree entrants from 1997-98 who were absent from HE in 1998-99
- the percentage returning to HE in 1999-2000 at their original institution, or gaining a qualification
- the percentage returning to another institution
- the percentage still not in HE in 1999-2000.

3. Students who obtained a sub-degree qualification during 1996-97 and did not continue their studies were counted at that time as leaving the institution, and so were included in Table T4 in last year's publication. Students who obtained a sub-degree qualification in 1998-99 after just one year at the institution were counted under 'Continue or qualify', so are not included in this table this year. Figures this year are therefore not exactly comparable with those from last year.

4. The final column shows the numbers not returning to HE in 1999-2000 as a percentage of the numbers who originally entered the institution in 1997-98. On average, this is just under 3 per cent below the percentage given in Table T3.

5. No adjusted sector values have been included in this table.

6. Last year, we omitted from Table T3 the values for Southampton Institute and Trinity College Carmarthen, because of poor data quality. We have therefore omitted both of these institutions from this table this year.

HEFCE 01/69: 79

Table T4 : Resumption of study in 1999-2000, after year out of HE in 1998-99

Full-time first degree entrants 1997-98

Institution	Young entrants not in HE in 1998-99				Mature entrants not in HE in 1998-99				All entrants not in HE in 1998-99				All entrants
	Number of students	Resume at HEI	Transfer	Not in HE	Number of students	Resume at HEI	Transfer	Not in HE	Number of students	Resume at HEI	Transfer	Not in HE	Percent not in HE for two years
		%	%	%		%	%	%		%	%	%	%
UK													
All UK Institutions	*15,568*	14	12	74	*10,887*	10	5	85	*26,663*	12	9	79	7
England													
All English Institutions	*12,679*	13	12	75	*9,325*	9	5	86	*22,204*	12	9	79	8
Anglia Polytechnic University	*187*	14	6	80	*153*	5	4	92	*341*	10	5	85	11
Aston University	*47*	2	28	70	*18*	0	6	94	*65*	2	22	77	4
University of Bath	*29*	17	28	55	*9*	11	22	67	*39*	15	26	59	2
Bath Spa University College	*33*	9	12	79	*37*	8	3	89	*70*	9	7	84	7
University of Birmingham	*118*	12	22	66	*50*	2	2	96	*168*	9	16	75	3
Bishop Grosseteste College	*15*	0	27	73	*3*				*18*	0	22	78	6
Bolton Institute of Higher Education	*114*	4	9	87	*132*	5	2	92	*246*	5	5	90	14
Bournemouth University	*155*	5	10	86	*59*	3	7	90	*214*	4	9	87	9
University of Bradford	*106*	18	11	71	*55*	16	4	80	*161*	17	9	74	7
Bretton Hall	*53*	43	11	45	*24*	46	4	50	*206*	17	3	80	23
University of Brighton	*143*	10	10	80	*120*	7	6	88	*287*	12	8	80	9
University of Bristol	*71*	34	20	46	*28*	25	4	71	*99*	31	15	54	2
Brunel University	*154*	11	24	65	*84*	10	7	83	*238*	11	18	71	6
Buckinghamshire Chilterns University College	*100*	4	12	84	*59*	3	7	90	*159*	4	10	86	8
University of Cambridge	*20*	45	20	35	*7*	57	14	29	*27*	48	19	33	0
Canterbury Christ Church University College	*49*	8	10	82	*34*	26	6	68	*84*	15	8	76	7
University of Central England in Birmingham	*231*	14	11	75	*182*	14	3	82	*415*	14	7	79	10

Note that the final column is expressed as a percentage of all entrants in 1997-98

† See introduction to table

Table T4 : Resumption of study in 1999-2000, after year out of HE in 1998-99

Full-time first degree entrants 1997-98

Institution	Young entrants not in HE in 1998-99				Mature entrants not in HE in 1998-99				All entrants not in HE in 1998-99				All entrants
	Number of students	Resume at HEI	Transfer	Not in HE	Number of students	Resume at HEI	Transfer	Not in HE	Number of students	Resume at HEI	Transfer	Not in HE	Percent not in HE for two years
		%	%	%		%	%	%		%	%	%	%
University of Central Lancashire	*290*	9	6	86	*311*	9	5	86	*606*	9	5	86	14
Central School of Speech and Drama	*7*	14	14	71	*6*	0	0	100	*13*	8	8	85	7
Chester College of Higher Education	*28*	7	21	71	*17*	12	0	88	*45*	9	13	78	6
University College Chichester	*51*	6	12	82	*31*	6	10	84	*82*	6	11	83	5
City University	*71*	23	8	69	*35*	6	3	91	*106*	17	7	76	8
Coventry University	*313*	11	9	80	*187*	7	4	89	*500*	10	7	83	12
Cranfield University	*18*	11	6	83	*5*	20	20	60	*23*	13	9	78	9
Cumbria College of Art & Design	*17*	6	12	82	*10*	20	0	80	*27*	11	7	81	8
Dartington College of Arts	*11*	0	0	100	*11*	9	0	91	*22*	5	0	95	13
De Montfort University	*378*	8	7	84	*260*	5	6	88	*639*	7	7	86	11
University of Derby	*188*	5	6	88	*163*	4	6	90	*351*	5	6	89	10
University of Durham	*83*	27	19	54	*28*	4	7	89	*111*	21	16	63	3
University of East Anglia	*51*	12	27	61	*40*	10	5	85	*91*	11	18	71	4
University of East London	*141*	11	6	83	*288*	8	6	86	*432*	9	6	85	15
Edge Hill College of Higher Education	*82*	5	12	83	*40*	10	3	88	*122*	7	9	84	8
University of Essex	*58*	7	26	67	*40*	5	23	73	*98*	6	24	69	7
University of Exeter	*68*	9	22	69	*21*	0	5	95	*89*	7	18	75	3
Falmouth College of Arts	*12*	17	8	75	*16*	13	6	81	*28*	14	7	79	6
University of Gloucestershire	*101*	10	10	80	*66*	8	0	92	*167*	9	6	85	8
Goldsmiths College	*53*	9	25	66	*47*	11	6	83	*100*	10	16	74	6

Note that the final column is expressed as a percentage of all entrants in 1997-98

† See introduction to table

HESC 01/99 B1

Table T4 : Resumption of study in 1999-2000, after year out of HE in 1998-99

Full-time first degree entrants 1997-98

Institution	Young entrants not in HE in 1998-99				Mature entrants not in HE in 1998-99				All entrants not in HE in 1998-99				All entrants
	Number of students	Resume at HEI	Transfer	Not in HE	Number of students	Resume at HEI	Transfer	Not in HE	Number of students	Resume at HEI	Transfer	Not in HE	Percent not in HE for two years
		%	%	%		%	%	%		%	%	%	%
University of Greenwich	*188*	3	6	91	*209*	4	5	90	*397*	4	6	91	13
Harper Adams University College	*13*	8	8	85	*2*				*15*	7	7	87	6
University of Hertfordshire	*199*	7	8	86	*183*	10	5	85	*382*	8	6	86	9
Homerton College, Cambridge	*3*				*2*				*5*	20	0	80	2
University of Huddersfield	*231*	5	8	87	*279*	6	4	90	*510*	6	5	89	13
University of Hull	*105*	60	9	31	*39*	41	0	59	*144*	55	6	39	3
Imperial College	*62*	16	39	45	*8*	13	13	75	*70*	16	36	49	2
Keele University	*43*	5	21	74	*31*	6	13	81	*74*	5	18	77	4
University of Kent at Canterbury	*67*	16	16	68	*47*	11	6	83	*134*	14	13	73	7
Kent Institute of Art & Design	*19*	11	11	79	*19*	5	11	84	*38*	8	11	82	7
King Alfred's College, Winchester	*56*	5	9	86	*40*	13	3	85	*96*	8	6	85	8
King's College London	*97*	21	21	59	*55*	13	7	80	*152*	18	16	66	3
Kingston University	*167*	11	16	73	*141*	11	9	81	*308*	11	12	77	8
Lancaster University	*108*	16	25	59	*61*	8	3	89	*170*	13	17	70	5
University of Leeds	*226*	20	27	54	*46*	20	4	76	*272*	20	23	57	3
Leeds Metropolitan University	*270*	11	9	80	*169*	8	7	86	*443*	10	8	82	8
University of Leicester	*84*	29	21	50	*25*	4	16	80	*109*	23	20	57	3
University of Lincoln	*126*	6	11	83	*119*	6	3	91	*245*	6	7	87	9
University of Liverpool	*140*	14	27	59	*41*	15	12	73	*181*	14	24	62	4
Liverpool Hope	*96*	28	5	67	*54*	17	0	83	*150*	24	3	73	9
Liverpool John Moores University	*220*	7	9	84	*143*	8	5	87	*363*	8	7	85	8
University of London (Institutes and activities)	*9*	0	11	89	*9*	0	11	89	*18*	0	11	89	9

Note that the final column is expressed as a percentage of all entrants in 1997-98

† See introduction to table

Table T4 : Resumption of study in 1999-2000, after year out of HE in 1998-99

Full-time first degree entrants 1997-98

Institution	Young entrants not in HE in 1998-99				Mature entrants not in HE in 1998-99				All entrants not in HE in 1998-99				All entrants
	Number of students	Resume at HEI	Transfer	Not in HE	Number of students	Resume at HEI	Transfer	Not in HE	Number of students	Resume at HEI	Transfer	Not in HE	Percent not in HE for two years
		%	%	%		%	%	%		%	%	%	%
London Sch of Economics & Political Sci	*2*				*1*				*3*				1
London Guildhall University	*135*	9	8	83	*208*	9	3	88	*344*	9	5	86	13
The London Institute	*96*	6	9	84	*76*	7	7	87	*172*	6	8	85	9
Loughborough University	*82*	15	13	72	*18*	6	6	89	*100*	13	12	75	3
University of Luton	*208*	32	6	62	*150*	21	3	75	*358*	27	5	68	11
University of Manchester	*203*	33	16	51	*46*	13	9	78	*254*	29	15	57	3
UMIST	*79*	25	18	57	*23*	13	9	78	*102*	23	16	62	5
Manchester Metropolitan University	*396*	12	11	77	*243*	10	3	87	*639*	11	8	80	8
Middlesex University	*239*	10	8	83	*339*	10	4	86	*578*	10	6	85	12
University of Newcastle	*109*	15	22	63	*21*	19	5	76	*130*	15	19	65	3
Newman College	*6*	0	0	100	*7*	0	0	100	*13*	0	0	100	5
University College Northampton	*184*	7	6	87	*123*	8	6	86	*309*	7	6	87	11
University of North London	*234*	9	8	82	*345*	11	4	85	*585*	10	6	84	17
North Riding College	*33*	3	9	88	*17*	6	0	94	*50*	4	6	90	9
Northern School of Contemporary Dance	*5*	0	20	80	*2*				*7*	0	14	86	11
University of Northumbria at Newcastle	*246*	12	11	77	*168*	8	4	89	*414*	10	8	82	8
Norwich School of Art & Design	*8*	0	0	100	*5*	0	0	100	*13*	0	0	100	6
University of Nottingham	*92*	36	18	46	*16*	13	13	75	*108*	32	18	50	2
Nottingham Trent University	*234*	11	7	82	*128*	6	3	91	*370*	9	6	85	8
School of Oriental and African Studies	*24*	33	25	42	*53*	21	9	70	*77*	25	14	61	11
University of Oxford	*50*	30	28	42	*9*	22	22	56	*59*	29	27	44	1
Oxford Brookes University	*115*	5	15	80	*80*	15	8	78	*195*	9	12	79	7

Note that the final column is expressed as a percentage of all entrants in 1997-98

† See introduction to table

Table T4 : Resumption of study in 1999-2000, after year out of HE in 1998-99

Full-time first degree entrants 1997-98

Institution	Young entrants not in HE in 1998-99				Mature entrants not in HE in 1998-99				All entrants not in HE in 1998-99				All entrants
	Number of students	Resume at HEI	Transfer	Not in HE	Number of students	Resume at HEI	Transfer	Not in HE	Number of students	Resume at HEI	Transfer	Not in HE	Percent not in HE for two years
		%	%	%		%	%	%		%	%	%	%
School of Pharmacy	*4*				*1*				*5*	20	40	40	2
University of Plymouth	*157*	8	9	83	*137*	10	7	83	*294*	9	8	83	7
University of Portsmouth	*184*	6	9	85	*93*	13	2	85	*277*	8	6	85	8
Queen Mary, University of London	*117*	35	16	49	*50*	10	16	74	*167*	28	16	56	5
Ravensbourne College	*10*	50	10	40	*6*	50	0	50	*16*	50	6	44	5
RCN Institute	*0*				*7*	0	14	86	*7*	0	14	86	13
University of Reading	*122*	5	19	76	*59*	12	5	83	*181*	7	14	78	6
Rose Bruford College	*6*	0	0	100	*2*				*8*	0	0	100	5
Royal Academy of Music	*3*				*0*				*3*				0
Royal College of Music	*3*				*0*				*3*				3
Royal Holloway, University of London	*52*	15	21	63	*24*	4	8	88	*76*	12	17	71	4
Royal Northern College of Music	*1*				*1*				*2*				2
Royal Veterinary College	*1*				*0*				*1*				0
St George's Hospital Medical School	*0*				*0*				*0*				0
College of St Mark & St John	*31*	0	0	100	*24*	4	8	88	*55*	2	4	95	8
St Martin's College	*34*	6	24	71	*18*	17	17	67	*52*	10	21	69	4
St Mary's College	*52*	4	8	88	*13*	15	0	85	*65*	6	6	88	8
University of Salford	*224*	4	13	83	*172*	6	5	90	*396*	5	9	86	11
University of Sheffield	*74*	0	41	59	*23*	9	4	87	*97*	2	32	66	2
Sheffield Hallam University	*265*	23	9	67	*171*	13	4	82	*437*	19	7	73	7
University of Southampton	*115*	6	21	73	*61*	8	5	87	*176*	7	15	78	4
Southampton Institute (†)													
South Bank University	*192*	2	6	92	*364*	7	4	90	*556*	5	4	90	15

Note that the final column is expressed as a percentage of all entrants in 1997-98

† See introduction to table

Table T4 : Resumption of study in 1999-2000, after year out of HE in 1998-99

Full-time first degree entrants 1997-98

Institution	Young entrants not in HE in 1998-99				Mature entrants not in HE in 1998-99				All entrants not in HE in 1998-99				All entrants Percent not in HE for two years
	Number of students	Resume at HEI	Transfer	Not in HE	Number of students	Resume at HEI	Transfer	Not in HE	Number of students	Resume at HEI	Transfer	Not in HE	
		%	%	%		%	%	%		%	%	%	%
Staffordshire University	*145*	6	8	86	*87*	6	5	90	*233*	6	7	87	7
University of Sunderland	*193*	4	6	91	*143*	7	3	90	*336*	5	4	90	11
The Surrey Inst of Art & Design Univ Col	*59*	3	15	81	*29*	17	3	79	*88*	8	11	81	9
University of Surrey	*43*	21	12	67	*23*	9	9	83	*66*	17	11	73	5
University of Surrey Roehampton	*118*	3	9	88	*86*	6	8	86	*204*	4	9	87	11
University of Sussex	*96*	10	25	65	*73*	18	3	79	*169*	14	15	71	6
University of Teesside	*163*	6	7	87	*121*	8	4	88	*284*	7	6	87	10
Thames Valley University	*137*	1	11	88	*204*	6	4	89	*341*	4	7	89	18
Trinity & All Saints	*46*	33	15	52	*7*	0	0	100	*53*	28	13	58	5
Trinity College of Music	*3*				*2*				*5*	0	20	80	5
University College London	*128*	33	16	51	*34*	6	6	88	*162*	27	14	59	4
University of Warwick	*46*	26	15	59	*32*	6	3	91	*78*	18	10	72	3
University of West of England, Bristol	*281*	9	10	81	*229*	10	8	82	*510*	9	9	81	8
University of Westminster	*161*	7	11	81	*216*	3	5	92	*381*	5	8	88	12
Westminster College, Oxford	*13*	8	0	92	*8*	13	0	88	*21*	10	0	90	8
Wimbledon School of Art	*7*	0	43	57	*4*				*11*	9	27	64	5
University of Wolverhampton	*251*	7	7	86	*245*	6	3	91	*496*	7	5	88	11
University College Worcester	*31*	26	13	61	*40*	20	8	73	*71*	23	10	68	6
Writtle College	*9*	33	22	44	*9*	11	0	89	*18*	22	11	67	5
Wye College, University of London	*9*	11	33	56	*6*	0	0	100	*15*	7	20	73	7
University of York	*53*	23	19	58	*11*	18	0	82	*64*	22	16	63	3
York St John College	*65*	51	3	46	*14*	21	29	50	*79*	46	8	47	4

Note that the final column is expressed as a percentage of all entrants in 1997-98

† See introduction to table

Table T4 : Resumption of study in 1999-2000, after year out of HE in 1998-99

Full-time first degree entrants 1997-98

Institution	Young entrants not in HE in 1998-99				Mature entrants not in HE in 1998-99				All entrants not in HE in 1998-99				All entrants
	Number of students	Resume at HEI	Transfer	Not in HE	Number of students	Resume at HEI	Transfer	Not in HE	Number of students	Resume at HEI	Transfer	Not in HE	Percent not in HE for two years
		%	%	%		%	%	%		%	%	%	%
Scotland													
All Scottish Institutions	*1,718*	11	14	76	*761*	9	4	86	*2,482*	10	11	79	7
University of Aberdeen	*133*	14	24	62	*72*	14	7	79	*205*	14	18	68	7
University of Abertay Dundee	*73*	8	16	75	*38*	24	3	74	*111*	14	12	75	9
University of Dundee	*71*	10	20	70	*43*	16	7	77	*114*	12	15	73	6
University of Edinburgh	*122*	23	25	52	*43*	0	7	93	*165*	17	20	63	3
Edinburgh College of Art	*10*	20	30	50	*4*				*14*	21	21	57	2
University of Glasgow	*183*	17	16	66	*57*	7	7	86	*240*	15	14	71	4
Glasgow Caledonian University	*292*	7	6	87	*173*	11	2	87	*465*	8	5	87	13
Glasgow School of Art	*14*	7	14	79	*9*	22	0	78	*23*	13	9	78	4
Heriot-Watt University	*73*	8	12	79	*24*	0	4	96	*97*	6	10	84	6
Napier University	*115*	13	7	80	*42*	7	2	90	*160*	11	6	83	7
Northern College of Education	*11*	0	36	64	*8*	13	0	88	*19*	5	21	74	6
University of Paisley	*195*	9	5	86	*110*	8	2	90	*305*	9	4	88	15
Queen Margaret University College	*38*	3	13	84	*22*	9	9	82	*60*	5	12	83	7
Robert Gordon University	*150*	7	14	79	*44*	2	7	91	*194*	6	12	81	10
Royal Scottish Academy of Music & Drama	*1*				*2*				*3*				2
University of St Andrews	*33*	39	21	39	*5*	20	20	60	*38*	37	21	42	2
University of Stirling	*44*	9	18	73	*20*	5	10	85	*64*	8	16	77	4
University of Strathclyde	*160*	3	13	84	*45*	0	2	98	*205*	2	10	87	6

Note that the final column is expressed as a percentage of all entrants in 1997-98

† See introduction to table

Table T4 : Resumption of study in 1999-2000, after year out of HE in 1998-99

Full-time first degree entrants 1997-98

Institution	Young entrants not in HE in 1998-99				Mature entrants not in HE in 1998-99				All entrants not in HE in 1998-99				All entrants
	Number of students	Resume at HEI	Transfer	Not in HE	Number of students	Resume at HEI	Transfer	Not in HE	Number of students	Resume at HEI	Transfer	Not in HE	Percent not in HE for two years
		%	%	%		%	%	%		%	%	%	%
Wales													
All Welsh Institutions	*828*	20	10	69	*665*	15	5	80	*1,497*	18	8	74	7
University of Glamorgan	*261*	6	6	89	*203*	4	5	91	*468*	5	6	90	13
University of Wales, Aberystwyth	*58*	12	10	78	*22*	18	9	73	*80*	14	10	76	3
University of Wales, Bangor	*80*	14	14	73	*44*	11	9	80	*124*	13	12	75	6
Cardiff University	*125*	17	22	62	*62*	11	8	81	*187*	15	17	68	3
University of Wales, Lampeter	*13*	8	8	85	*45*	29	4	67	*58*	24	5	71	9
University of Wales, Swansea	*76*	13	25	62	*38*	13	5	82	*114*	13	18	68	4
University of Wales College of Medicine	*6*	33	0	67	*3*				*9*	33	0	67	3
University of Wales Institute, Cardiff	*66*	11	14	76	*78*	9	3	88	*144*	10	8	83	8
University of Wales College, Newport	*42*	2	5	93	*51*	4	2	94	*93*	3	3	94	11
North East Wales Institute	*51*	6	8	86	*68*	15	3	82	*119*	11	5	84	12
Swansea Institute of Higher Education	*46*	11	2	87	*51*	10	4	86	*97*	10	3	87	12
Trinity College Carmarthen (†)													
Welsh College of Music and Drama	*4*				*0*				*4*				4
Northern Ireland													
All Northern Ireland Institutions	*343*	26	6	68	*136*	21	4	76	*480*	25	5	70	6
The Queen's University of Belfast	*138*	36	7	57	*51*	16	4	80	*189*	31	6	63	4
University of Ulster	*205*	20	5	76	*85*	24	4	73	*291*	21	4	75	7

Note that the final column is expressed as a percentage of all entrants in 1997-98

† See introduction to table

Table T5

Projected learning outcomes and efficiencies

Full-time students on first degree courses 1998-99

1. The previous tables, T3 and T4, rely on tracking students through the system from one year to the next. There are various paths we could have investigated, many of which would eventually lead to qualification. In order to summarise all of these in one table, we considered the incidence of each of them over the academic years 1997-98, 1998-99 and 1999-2000. We then looked at how students who started in 1998-99 would fare if they followed the same sorts of paths as those we had identified, over a sufficiently long period of time. This allowed us to project how many would graduate, transfer, leave and so on, in the long run. These values are extrapolations, or projections, of current patterns, and provide the percentages given in this table.

2. The method of projection used includes paths for students who spend one year out of study and then return; but students who take two or more years out of study will be treated as not qualifying. This does not imply that they will never return to higher education, but the assumption is that after two years out they are not going to return immediately.

3. Because of the different methods used for this table, we have also used a slightly different base population. Tables T1 to T4 are based on the number of 'entrants' to an institution, defined by the commencement date of each student as supplied by the institution to HESA. For Table T5 we have used the number of 'starters', identified according to their previous activity at the institution.

4. More detailed definitions are given in Annex A. Technical details of the method, together with the patterns of movement used, are given in Annex C.

5. As with the other tables, only students who are residents of England, Scotland, Wales or Northern Ireland are included.

6. The first two columns show the total number of full-time first degree students who started at each institution in 1998-99, and what percentage of these are mature. The next columns – projected outcomes – provide the percentages expected to obtain a degree, obtain a diploma or other sub-degree award, transfer to another institution, or neither transfer nor achieve an award. The percentage for whom we cannot obtain an outcome are also shown under 'Not known'. This last percentage is generally negligible (but see below).

7. The values of most interest as indicators are the percentage projected to obtain a degree, and the percentage projected to neither transfer nor obtain any qualification. The adjusted sector benchmarks for these percentages have been included, and should be interpreted as in the other tables. The benchmarks take into account the age split between young and mature at the institution, as well as the entry qualifications and subject of study. (See Annex C and paragraphs 15 to 19 for fuller details.) The standard deviation has been calculated for the percentage projected to neither transfer nor qualify. Where the difference between the indicator and the benchmark is significant this has been marked as described at paragraph 20.

8. A number of institutions show a proportion of students whose projected outcome is 'unknown'. A value of 1 per cent unknown would be fairly common with small institutions. The few institutions for whom the percentage unknown is larger have generally made some changes either to their course structure or to their method of data recording, in particular to the year of programme field. The projected outcomes for such institutions should be treated with caution. The percentage of students projected to obtain a degree at such institutions is likely to be an underestimate of the true figure.

9. For some institutions, the profile of outcomes for the institution is markedly different from the profile of its benchmarks. In such cases no simple comparison can be made between the benchmarks and the indicators, so we have marked the

institution with a double asterisk. Particular care is needed in interpreting the figures for such institutions.

10. The table also contains a measure we have called 'efficiency'. Because of the way we are using the projection technique, we can see how long it would take each student to graduate, or to reach some other end point in their study. By taking these times together, we can work out the average time a student would take to graduate at each institution. We can also see how long this average time ought to be if there were no repeat years, and if no students left without a qualification. These figures are given in the columns labelled 'Actual' and 'Efficient' in the table. We have then taken the ratio of the efficient time to the actual time as a proxy measure of efficiency. This value is shown in the next column. The adjusted sector value for efficiency is also included, and whether there is a significant difference between the two values.

11. If the profile of outcomes for the institution is markedly different from the profile of its benchmarks, the efficiency measure is not meaningful, and has been omitted. As above, a double asterisk has been used to denote such cases.

11. The following institutions have recently found that there were problems with the data they submitted to HESA. This has affected their progression figures, and so they have been omitted from the table. The institutions, marked † in the table, are:

- University of Central Lancashire
- Staffordshire University.

12. In addition, two colleges of Queen's University, Belfast, have recently become independent, and now submit data on their own behalf. This has had implications for the projected outcomes of the institution, which show a large proportion expected to transfer to other HEIs, and a consequent decrease in the proportion projected to obtain a degree. As these results are misleading, we have omitted the figures for this institution from the table.

Table T5 : Projected learning outcomes and efficiencies

Full-time students starting first degree courses 1998-99

Institution	Number of starters	Starters who are mature	Projected outcomes: Degree Projected	Degree Bench-mark	Neither award nor transfer Projected	Neither award nor transfer Bench-mark	Neither award nor transfer Std dev		Other award	Transfer	Not known	Projected average time to transfer or complete (years) Actual	Projected average time to transfer or complete (years) Efficient	Efficiency Projected	Efficiency Bench-mark	Efficiency Std dev	
			Projected values														
		%	%	%	%	%	%		%	%	%			%	%	%	
UK																	
All UK Institutions	*283,956*	*22*	**77**		**16**				1	5	0	3.6	3.1	**85**			
England																	
All English institutions	*231,739*	*23*	**77**		**16**				1	5	0	3.5	3.0	**85**			
Anglia Polytechnic University	*2,408*	*40*	**68**	**73**	**25**	**20**	0.8	⊖	2	5	0	3.5	2.7	**76**	**82**	1.0	⊖
Aston University	*1,416*	*11*	**78**	**83**	**13**	**11**	0.8		0	9	0	4.2	3.5	**85**	**88**	0.7	⊖
University of Bath	*1,250*	*6*	**91**	**86**	**6**	**9**	0.8	⊕	0	3	0	3.9	3.7	**95**	**90**	0.5	⊕
Bath Spa University College	*774*	*39*	**80**	**74**	**15**	**19**	1.4	⊕	1	4	0	3.4	3.0	**88**	**83**	1.1	⊕
University of Birmingham	*3,969*	*8*	**85**	**86**	**8**	**8**	0.4		1	6	0	3.5	3.2	**90**	**90**	0.4	
Bishop Grosseteste College	*200*	*19*	**87**	**77**	**8**	**16**	**		0	5	0						
Bolton Institute of Higher Education	*1,129*	*49*	**61**	**68**	**31**	**23**	1.3	⊖	1	6	0	3.7	2.5	**68**	**79**	1.5	⊖
Bournemouth University	*1,864*	*21*	**79**	**75**	**15**	**18**	0.9	⊕	1	5	0	3.7	3.3	**89**	**84**	0.7	⊕
University of Bradford	*1,706*	*15*	**80**	**77**	**15**	**16**	0.9		0	5	0	3.8	3.3	**85**	**84**	0.7	
Bretton Hall	*697*	*22*	**81**	**76**	**13**	**18**	1.4	⊕	3	2	1	3.2	3.0	**94**	**85**	0.9	⊕
University of Brighton	*2,391*	*35*	**72**	**73**	**19**	**20**	0.8		3	5	0	3.5	2.9	**83**	**82**	0.8	
University of Bristol	*2,534*	*6*	**89**	**89**	**7**	**6**	0.5		1	4	0	3.6	3.4	**94**	**92**	0.4	
Brunel University	*2,428*	*22*	**76**	**75**	**16**	**17**	0.8		2	7	0	3.7	3.1	**84**	**83**	0.7	
Buckinghamshire Chilterns University College	*1,478*	*32*	**74**	**74**	**19**	**19**	1.0		3	4	0	3.0	2.6	**84**	**84**	1.3	
University of Cambridge	*3,019*	*3*	**98**	**94**	**1**	**3**	0.3		0	1	0	3.2	3.2	**98**	**94**	0.5	⊕
Canterbury Christ Church University College	*1,173*	*32*	**80**	**74**	**14**	**19**	1.1	⊕	3	3	0	3.2	2.8	**89**	**82**	0.9	⊕
University of Central England in Birmingham	*2,971*	*29*	**71**	**73**	**20**	**19**	0.7		2	7	0	3.6	2.9	**81**	**82**	0.7	
University of Central Lancashire (†)	*3,212*	*36*															

⊕/⊖ Shows that the indicator is significantly better/worse than its benchmark

**/† See introduction to table

Table T5 : Projected learning outcomes and efficiencies

Full-time students starting first degree courses 1998-99

Institution	Number of starters	Starters who are mature	Projected outcomes: Degree Projected	Degree Benchmark	Neither award nor transfer Projected	Neither award nor transfer Benchmark	Neither award nor transfer Std dev		Other award	Transfer	Not known	Projected average time to transfer or complete (years) Actual	Projected average time to transfer or complete (years) Efficient	Efficiency Projected	Efficiency Benchmark	Efficiency Std dev
			Projected values													
		%	%	%	%	%	%		%	%	%			%	%	%
Central School of Speech and Drama	*148*	*36*	**87**	**80**	**9**	**15**	2.9		0	3	0	2.9	2.8	**97**	**88**	2.9
Chester College of Higher Education	*969*	*15*	**78**	**75**	**14**	**17**	1.2		1	6	1	3.5	3.0	**87**	**84**	0.9
University College Chichester	*855*	*33*	**82**	**74**	**11**	**19**	1.3	⊕	3	4	0	3.5	3.2	**90**	**83**	1.0
City University	*1,129*	*20*	**72**	**71**	**18**	**20**	1.2		0	9	0	3.8	3.2	**83**	**81**	1.0
Coventry University	*3,267*	*21*	**69**	**71**	**22**	**21**	0.7		2	7	0	3.6	3.0	**82**	**80**	0.7
Cranfield University	*250*	*27*	**83**	**72**	**14**	**20**	**		0	3	0					
Cumbria College of Art & Design	*207*	*33*	**83**	**74**	**14**	**20**	2.8		0	3	0	3.1	2.8	**90**	**84**	2.1
Dartington College of Arts	*145*	*38*	**63**	**76**	**30**	**18**	**		3	4	0					
De Montfort University	*4,461*	*22*	**67**	**69**	**26**	**22**	0.6	⊖	0	6	0	3.6	2.8	**78**	**80**	0.6
University of Derby	*2,998*	*30*	**69**	**72**	**27**	**20**	0.7	⊖	0	4	0	3.7	3.1	**85**	**81**	0.9
University of Durham	*2,733*	*9*	**91**	**88**	**5**	**8**	0.5		0	3	0	3.4	3.2	**94**	**92**	0.4
University of East Anglia	*1,690*	*19*	**86**	**81**	**9**	**13**	0.8	⊕	0	5	0	3.4	3.1	**91**	**87**	0.6
University of East London	*2,741*	*55*	**68**	**68**	**26**	**24**	0.8		0	5	0	3.6	2.7	**75**	**79**	0.9
Edge Hill College of Higher Education	*1,152*	*26*	**80**	**73**	**15**	**19**	1.2	⊕	1	4	0	3.5	3.1	**88**	**82**	0.8
University of Essex	*957*	*20*	**78**	**78**	**15**	**15**	1.2		0	7	0	3.6	3.0	**83**	**85**	1.0
University of Exeter	*1,961*	*11*	**90**	**85**	**7**	**10**	0.7		0	3	0	3.4	3.2	**94**	**90**	0.4
Falmouth College of Arts	*376*	*33*	**81**	**75**	**15**	**19**	2.0		1	3	0	3.3	2.9	**87**	**85**	1.7
University of Gloucestershire	*1,831*	*24*	**76**	**75**	**19**	**18**	0.9		2	3	0	3.5	3.0	**84**	**83**	0.9
Goldsmiths College	*1,177*	*39*	**76**	**76**	**16**	**17**	1.1		0	8	0	3.5	3.0	**85**	**84**	0.9
University of Greenwich	*2,536*	*41*	**67**	**70**	**25**	**22**	0.8		1	8	0	3.7	2.9	**77**	**79**	0.9
Harper Adams University College	*284*	*21*	**89**	**81**	**11**	**13**	2.0		0	1	0	3.8	3.4	**89**	**88**	2.2

⊕/⊖ Shows that the indicator is significantly better/worse than its benchmark

**/† See introduction to table

Table T5 : Projected learning outcomes and efficiencies

Full-time students starting first degree courses 1998-99

Institution	Number of starters	Starters who are mature	Projected outcomes: Degree Projected	Degree Bench-mark	Neither award nor transfer Projected	Neither award nor transfer Bench-mark	Neither award nor transfer Std dev		Other award	Transfer	Not known	Projected average time to transfer or complete (years) Actual	Projected average time to transfer or complete (years) Efficient	Efficiency Projected	Efficiency Bench-mark	Efficiency Std dev
			Projected values													
		%	%	%	%	%	%		%	%	%			%	%	%
University of Hertfordshire	3,265	26	70	71	22	21	0.7		2	7	0	3.7	3.1	83	80	0.8
Homerton College, Cambridge	192	16	87	78	4	12	**		0	6	3					
University of Huddersfield	2,802	26	69	72	25	20	0.8	⊖	2	5	0	3.8	2.9	77	82	0.8
University of Hull	1,994	13	89	81	5	12	0.7	⊕	2	3	0	3.4	3.2	93	87	0.5
Imperial College	1,553	6	87	91	6	5	0.5		0	8	0	3.9	3.5	89	91	0.9
Keele University	1,231	8	84	81	12	13	0.9		0	5	0	3.5	3.3	92	87	0.7
University of Kent at Canterbury	1,583	18	83	80	12	13	0.9		0	4	0	3.5	3.1	88	87	0.7
Kent Institute of Art & Design	439	28	73	78	24	17	1.8	⊖	0	3	0	3.5	2.8	81	86	1.9
King Alfred's College, Winchester	983	21	83	76	13	17	1.2	⊕	1	3	0	3.4	3.0	88	84	0.9
King's College London	2,670	16	85	86	9	9	0.5		0	5	0	3.5	3.2	91	88	0.6
Kingston University	3,398	33	67	71	18	20	0.7		6	9	0	3.8	2.8	75	80	0.7
Lancaster University	1,943	9	87	80	8	13	0.8	⊕	0	4	0	3.3	3.1	92	87	0.5
University of Leeds	4,488	6	88	85	7	9	0.4		0	4	0	3.5	3.2	91	90	0.3
Leeds Metropolitan University	3,740	27	77	71	18	21	0.7	⊕	0	5	0	3.5	2.9	83	81	0.6
University of Leicester	1,958	5	88	85	6	9	0.7		0	5	0	3.5	3.2	92	89	0.5
University of Lincoln	2,190	30	77	71	18	21	0.9	⊕	1	4	0	3.3	2.8	85	81	0.8
University of Liverpool	3,247	10	84	84	10	10	0.5		0	6	0	3.6	3.2	88	88	0.5
Liverpool Hope	1,121	26	75	70	20	22	1.2		0	5	1	3.8	3.2	83	79	1.0
Liverpool John Moores University	3,709	24	74	74	19	19	0.6		1	6	0	3.6	3.0	83	82	0.6
University of London (Institutes and activities)	148	24	8	81	28	13	**		0	64	0					
London Sch of Economics & Political Sci	508	5	90	90	8	6	1.1		0	2	0	3.2	2.9	93	93	1.0
London Guildhall University	2,267	42	62	67	28	24	0.9	⊖	3	7	0	3.9	2.7	70	78	1.0

⊕/⊖ Shows that the indicator is significantly better/worse than its benchmark

**/† See introduction to table

Table T5 : Projected learning outcomes and efficiencies

Full-time students starting first degree courses 1998-99

Institution	Number of starters	Starters who are mature	Projected outcomes: Degree Projected	Degree Bench-mark	Neither award nor transfer Projected	Neither award nor transfer Bench-mark	Neither award nor transfer Std dev		Other award	Transfer	Not known	Projected average time to transfer or complete (years) Actual	Projected average time to transfer or complete (years) Efficient	Efficiency Projected	Efficiency Bench-mark	Efficiency Std dev	
			Projected values														
		%	%	%	%	%	%		%	%	%			%	%	%	
The London Institute	*1,549*	*44*	**81**	**76**	**15**	**18**	1.0	⊕	1	3	0	3.3	2.9	**88**	**85**	0.9	
Loughborough University	*2,522*	*7*	**85**	**81**	**10**	**12**	0.6		0	5	0	3.7	3.3	**90**	**87**	0.5	
University of Luton	*1,980*	*33*	**64**	**70**	**17**	**22**	**		12	7	0						
University of Manchester	*3,923*	*10*	**89**	**86**	**6**	**8**	0.4		0	5	0	3.5	3.3	**93**	**90**	0.4	
UMIST	*1,297*	*7*	**81**	**82**	**12**	**12**	0.9		0	7	0	3.7	3.3	**88**	**87**	0.7	
Manchester Metropolitan University	*5,986*	*24*	**73**	**72**	**18**	**20**	0.5		2	6	0	3.5	2.9	**83**	**82**	0.5	
Middlesex University	*3,948*	*42*	**63**	**69**	**26**	**23**	0.7		6	5	0	3.6	2.8	**77**	**79**	0.7	
University of Newcastle	*2,899*	*5*	**87**	**85**	**7**	**9**	0.5		0	6	0	3.6	3.2	**89**	**89**	0.5	
Newman College	*358*	*28*	**71**	**75**	**16**	**18**	2.0		2	7	4	3.6	3.0	**83**	**84**	1.9	
University College Northampton	*2,026*	*27*	**70**	**71**	**23**	**20**	0.9		1	5	0	3.5	2.7	**78**	**82**	0.9	⊖
University of North London	*3,037*	*53*	**48**	**67**	**41**	**25**	**		1	10	0						
North Riding College	*412*	*31*	**81**	**72**	**14**	**20**	2.0		0	4	0	3.2	2.9	**89**	**82**	1.4	⊖
Northern School of Contemporary Dance	*49*	*19*	**64**	**78**	**24**	**17**	**		3	9	0						
University of Northumbria at Newcastle	*3,470*	*26*	**79**	**75**	**14**	**17**	0.6	⊕	2	5	0	3.4	3.1	**89**	**84**	0.6	⊖
Norwich School of Art & Design	*195*	*36*	**89**	**77**	**10**	**17**	**		0	1	0						
University of Nottingham	*2,896*	*5*	**94**	**89**	**3**	**6**	0.4		0	3	0	3.3	3.2	**95**	**92**	0.6	⊖
Nottingham Trent University	*4,046*	*17*	**78**	**76**	**16**	**17**	0.6		1	5	0	3.5	3.1	**87**	**84**	0.5	
School of Oriental and African Studies	*414*	*42*	**74**	**72**	**19**	**21**	2.0		0	6	0	3.8	3.1	**83**	**82**	1.7	
University of Oxford	*3,543*	*16*	**96**	**94**	**2**	**3**	0.3		0	2	0	3.0	2.9	**96**	**95**	0.7	
Oxford Brookes University	*2,520*	*24*	**73**	**74**	**17**	**18**	0.8		4	5	0	3.6	2.9	**82**	**82**	0.7	
School of Pharmacy	*118*	*17*	**80**	**88**	**4**	**7**	**		0	15	1						
University of Plymouth	*3,770*	*30*	**76**	**75**	**16**	**18**	0.6		1	5	0	3.4	3.0	**88**	**84**	0.7	⊖

⊕/⊖ Shows that the indicator is significantly better/worse than its benchmark

**/† See introduction to table

Table T5 : Projected learning outcomes and efficiencies

Full-time students starting first degree courses 1998-99

Institution	Number of starters	Starters who are mature	Projected outcomes: Degree Projected	Degree Benchmark	Neither award nor transfer Projected	Neither award nor transfer Benchmark	Neither award nor transfer Std dev		Other award	Transfer	Not known	Projected average time to transfer or complete (years) Actual	Efficient	Efficiency Projected	Efficiency Benchmark	Efficiency Std dev	
			Projected values														
		%	%	%	%	%	%		%	%	%			%	%	%	
University of Portsmouth	2,840	18	79	71	14	20	0.8	⊕	2	6	0	3.5	3.0	85	82	0.6	⊕
Queen Mary, University of London	1,938	17	80	80	13	13	0.8		0	7	0	3.6	3.1	85	86	1.0	
Ravensbourne College	159	35	85	76	12	18	3.0		0	3	0	3.0	2.7	90	85	2.3	
RCN Institute	39	100	77	78	13	16	5.8		0	10	0						
University of Reading	2,086	13	84	83	11	11	0.7		0	4	1	3.5	3.1	88	88	0.6	
Rose Bruford College	160	28	84	77	10	17	3.0		0	4	2	3.3	3.0	91	86	1.8	
Royal Academy of Music	60	7	92	77	3	17	**		2	2	0						
Royal College of Music	58	2	90	81	4	13	4.4		1	5	0	4.2	3.9	94	89	2.1	
Royal Holloway, University of London	1,191	10	86	83	9	11	0.9		0	5	0	3.4	3.1	91	89	0.7	
Royal Northern College of Music	113	6	67	77	20	17	3.5		4	9	0	4.4	3.6	80	87	3.5	
Royal Veterinary College	108	7	88	90	3	3	1.6		0	9	0	4.8	4.7	97	84	1.3	⊕
St George's Hospital Medical School	277	13	88	90	4	3	1.1		0	4	5						
College of St Mark & St John	642	35	86	73	11	19	**		0	3	0						
St Martin's College	985	22	86	75	7	17	**		1	5	2						
St Mary's College	716	12	77	75	18	17	1.4		1	4	0	3.7	3.2	86	84	1.1	
University of Salford	2,959	28	71	73	22	19	0.7		1	6	0	3.8	3.0	80	82	0.7	
University of Sheffield	3,232	8	89	87	8	8	0.5		0	3	0	3.6	3.2	90	90	0.5	
Sheffield Hallam University	5,302	24	77	74	15	19	0.5	⊕	4	4	0	3.5	3.0	86	83	0.5	⊕
University of Southampton	3,718	13	89	83	7	11	0.5	⊕	0	3	0	3.4	3.1	90	88	0.4	
Southampton Institute	2,225	24	67	72	22	20	0.9		5	6	0	3.6	2.7	74	82	0.8	⊖
South Bank University	2,455	59	55	67	33	25	**		2	9	0						
Staffordshire University (†)	3,979	22															
University of Sunderland	2,697	30	70	72	24	20	0.8	⊖	1	4	0	3.6	2.8	79	81	0.8	

⊕/⊖ Shows that the indicator is significantly better/worse than its benchmark
**/† See introduction to table

Table T5 : Projected learning outcomes and efficiencies

Full-time students starting first degree courses 1998-99

Institution	Number of starters	Starters who are mature	Projected outcomes: Degree Projected	Degree Bench-mark	Neither award nor transfer Projected	Neither award nor transfer Bench-mark	Neither award nor transfer Std dev	Other award	Transfer	Not known	Projected average time to transfer or complete (years) Actual	Projected average time to transfer or complete (years) Efficient	Efficiency Projected	Efficiency Bench-mark	Efficiency Std dev
			Projected values												
		%	%	%	%	%	%	%	%	%			%	%	%
The Surrey Inst of Art & Design Univ Col	642	20	78	78	17	17	1.5	0	5	0	3.3	2.9	87	87	1.2
University of Surrey	962	12	82	81	10	13	1.1	1	6	0	4.1	3.7	90	87	0.7 ⊕
University of Surrey Roehampton	1,749	35	76	72	19	20	1.0	0	5	0	3.6	3.1	85	81	0.8 ⊕
University of Sussex	1,813	23	80	79	14	15	0.8	0	6	0	3.6	3.1	86	86	0.6
University of Teesside	2,599	33	73	72	21	20	0.8	2	4	0	3.5	2.8	82	81	0.8
Thames Valley University	1,938	59	56	75	33	19	**	2	9	0					
Trinity & All Saints	663	13	82	76	11	16	1.4 ⊕	0	7	0	3.5	3.2	90	85	0.9 ⊕
Trinity College of Music	80	10	78	75	18	18	4.3	0	3	0	4.7	3.9	83	86	3.8
University College London	2,894	14	88	87	7	8	0.5	0	5	0	3.3	3.0	92	90	0.8
University of Warwick	2,287	6	91	87	5	8	0.6 ⊕	0	4	0	3.3	3.2	96	92	0.4 ⊕
University of West of England, Bristol	4,505	19	77	73	18	19	0.6	1	5	0	3.8	3.1	81	82	0.5
University of Westminster	3,383	40	64	68	22	23	0.7	4	10	0	3.7	2.7	74	79	0.7 ⊖
Westminster College, Oxford	100	30	75	75	15	17	3.8	3	3	4	4.1	3.4	84	84	3.5
Wimbledon School of Art	119	39	95	80	4	16	**	0	1	0					
University of Wolverhampton	3,511	37	68	73	21	20	0.7	5	5	0	3.3	2.6	79	82	0.8
University College Worcester	781	38	64	72	9	20	**	4	2	1					
Writtle College	260	39	69	79	9	15	**	17	4	1					
Wye College, University of London	149	16	85	78	10	16	3.0	0	4	1	3.5	3.1	88	86	2.4
University of York	1,497	8	89	87	7	8	0.7	0	4	0	3.3	3.1	94	92	0.5
York St John College	995	19	88	74	8	19	**	0	3	0					

⊕/⊖ Shows that the indicator is significantly better/worse than its benchmark

**/† See introduction to table

Table T5 : Projected learning outcomes and efficiencies

Full-time students starting first degree courses 1998-99

Institution	Number of starters	Starters who are mature	Projected outcomes: Degree Projected	Degree Bench-mark	Neither award nor transfer Projected	Neither award nor transfer Bench-mark	Neither award nor transfer Std dev		Other award	Transfer	Not known	Projected average time to transfer or complete (years) Actual	Projected average time to transfer or complete (years) Efficient	Efficiency Projected	Efficiency Bench-mark	Efficiency Std dev	
			Projected values														
		%	%	%	%	%	%		%	%	%			%	%	%	
Scotland																	
All Scottish Institutions	*28,773*	*20*	**75**		**16**				2	6	0	4.2	3.5	**84**			
University of Aberdeen	*1,979*	*17*	**76**	**78**	**16**	**15**	0.8		0	7	0	4.5	3.8	**84**	**85**	0.7	
University of Abertay Dundee	*1,097*	*36*	**60**	**76**	**24**	**17**	**		6	9	0						
University of Dundee	*1,461*	*17*	**79**	**79**	**14**	**14**	0.9		2	5	0	4.1	3.4	**84**	**85**	0.8	
University of Edinburgh	*3,652*	*10*	**84**	**86**	**10**	**9**	0.5		0	6	0	4.3	3.7	**86**	**90**	0.5	⊖
Edinburgh College of Art	*332*	*22*	**79**	**77**	**14**	**17**	2.1		0	7	0						
University of Glasgow	*3,775*	*12*	**79**	**78**	**14**	**15**	0.6		1	7	0	4.4	3.7	**85**	**85**	0.5	
Glasgow Caledonian University	*2,893*	*28*	**66**	**77**	**27**	**16**	0.7	⊖	2	5	0	4.0	3.0	**76**	**85**	1.0	⊖
Glasgow School of Art	*297*	*17*	**90**	**77**	**8**	**18**	**		0	2	0						
Heriot-Watt University	*1,102*	*14*	**76**	**78**	**15**	**15**	1.1		0	9	0	4.1	3.6	**86**	**85**	1.0	
Napier University	*1,883*	*28*	**68**	**74**	**9**	**19**	0.9	⊕	17	5	0	3.2	2.8	**87**	**83**	0.8	⊕
Northern College of Education	*320*	*42*	**67**	**76**	**25**	**18**	**		0	7	0						
University of Paisley	*1,907*	*38*	**64**	**78**	**29**	**16**	**		1	5	0						
Queen Margaret University College	*771*	*32*	**79**	**78**	**13**	**15**	1.3		2	6	0	3.6	3.2	**88**	**85**	1.4	
Robert Gordon University	*1,518*	*18*	**69**	**77**	**23**	**16**	0.9	⊖	2	7	0	4.2	3.4	**82**	**84**	1.1	
Royal Scottish Academy of Music & Drama	*197*	*13*	**84**	**79**	**9**	**15**	2.5		1	6	,	3.1	2.9	**95**	**89**	3.4	
University of St Andrews	*1,293*	*6*	**91**	**84**	**4**	**10**	0.8	⊕	0	4	0	4.1	3.8	**92**	**89**	0.6	
University of Stirling	*1,282*	*22*	**80**	**78**	**12**	**15**	1.0		2	5	0	4.1	3.7	**90**	**85**	0.8	⊕
University of Strathclyde	*3,014*	*15*	**75**	**81**	**18**	**13**	0.6	⊖	0	6	0	4.6	3.7	**82**	**87**	0.6	⊖

⊕/⊖ Shows that the indicator is significantly better/worse than its benchmark
**/† See introduction to table

Table T5 : Projected learning outcomes and efficiencies

Full-time students starting first degree courses 1998-99

Institution	Number of starters	Starters who are mature	Projected outcomes: Degree Projected	Degree Bench-mark	Neither award nor transfer Projected	Neither award nor transfer Bench-mark	Neither award nor transfer Std dev		Other award	Transfer	Not known	Projected average time to transfer or complete (years) Actual	Projected average time to transfer or complete (years) Efficient	Efficiency Projected	Efficiency Bench-mark	Efficiency Std dev	
			Projected values														
		%	%	%	%	%	%		%	%	%			%	%	%	
Wales																	
All Welsh Institutions	*16,957*	*21*	**78**		**14**				1	6	0	3.5	3.0	**86**			
University of Glamorgan	*2,650*	*27*	**60**	**68**	**28**	**23**	0.8	⊖	6	6	0	3.9	3.0	**77**	**78**	1.0	
University of Wales, Aberystwyth	*1,826*	*10*	**89**	**81**	**8**	**13**	0.8	⊕	0	3	0	3.3	3.0	**90**	**87**	0.6	
University of Wales, Bangor	*1,703*	*20*	**82**	**77**	**12**	**16**	0.9	⊕	0	5	0	3.4	2.9	**88**	**84**	0.7	
Cardiff University	*3,629*	*8*	**84**	**85**	**6**	**10**	0.5	⊕	0	9	0	3.5	3.1	**89**	**89**	0.5	
University of Wales, Lampeter	*366*	*38*	**82**	**73**	**13**	**20**	2.1	⊕	1	4	0	3.2	2.9	**89**	**83**	1.8	
University of Wales, Swansea	*1,825*	*12*	**84**	**81**	**10**	**12**	0.8		0	5	0	3.6	3.1	**87**	**88**	0.6	
University of Wales College of Medicine	*446*	*43*	**83**	**90**	**9**	**6**	1.1	⊖	2	4	2						
University of Wales Institute, Cardiff	*1,576*	*28*	**78**	**77**	**15**	**17**	0.9		3	5	0	3.2	2.8	**88**	**85**	0.9	
University of Wales College, Newport	*765*	*40*	**70**	**72**	**25**	**21**	1.5		0	4	0	3.4	2.8	**80**	**82**	1.5	
North East Wales Institute	*748*	*44*	**71**	**70**	**23**	**22**	1.5		4	3	0	3.3	2.7	**80**	**80**	1.5	
Swansea Institute of Higher Education	*986*	*36*	**72**	**74**	**23**	**19**	1.3	⊖	1	4	0	3.2	2.6	**82**	**83**	1.8	
Trinity College Carmarthen	*328*	*15*	**90**	**69**	**6**	**23**	**		1	3	0						
Welsh College of Music and Drama	*109*	*14*	**86**	**78**	**7**	**16**	3.5		0	6	0	3.3	3.0	**91**	**87**	2.5	
Northern Ireland																	
All Northern Ireland Institutions	*6,487*	*14*															
The Queen's University of Belfast	*3,230*	*10*															
University of Ulster	*3,257*	*18*	**84**	**74**	**13**	**18**	**		1	3	0						

⊕/⊖ Shows that the indicator is significantly better/worse than its benchmark

**/† See introduction to table

Table T6

Module completion rates

Part-time undergraduate students 1999-2000

1. This table provides information about the pass rates of part-time students at institutions in 1999-2000. It is restricted to undergraduate students domiciled in the UK, and is only being published at present for institutions funded by the HEFCW.

2. Progression rates of part-time students are not as straightforward to define as those of full-time students. In addition, although we can tell when a student has completed a course if they obtain a qualification, it is difficult to tell when such a student has not completed a course, and does not intend to finish it. However, if institutions make modular returns to HESA, we can obtain information about the numbers passing individual modules.

3. Institutions return data to HESA in one of two formats – 'combined' or 'modular'. Institutions funded by the HEFCW must return their data to HESA in modular format, while institutions funded by the other funding councils may choose their mode of return. Results, other than final qualifications, are only available where institutions make modular returns.

4. In this context a 'module' is a part of a course that can be separately identified and assessed. There is no implication that such modules have transferrable credits, for example, nor that they are part of a modular structure.

5. The first column of the table shows the total number of part-time undergraduate students at the institution. This is followed by the number of 'student modules' for which we have information. If a student is registered on three modules, for example, we would have records for three student modules. The average number of modules per student for each institution is shown in column 7.

6. Modules differ in size, and the final column shows the average size, in percentage FTE per module, of modules at each institution. Together with the number of modules per student, this should give an indication of the average workload of a part-time student.

7. All the records included in these tables relate to students following programmes of study that lead to HE qualifications, or to credits towards such qualifications. There are a number of reasons why results for these students may not be returned to HESA. In some cases the student may have withdrawn from the course, in others they may have decided not to be assessed in that module. In particular, students who are studying a module out of personal interest may decide that they do not wish to be assessed.

8. Columns 3 and 5 in the table, therefore, show how many 'student modules' have results returned, and how many of these are passed. Columns 4 and 6 translate these into percentages. The percentage pass rate (for all modules with results provided) is given in column 6, and the percentage of modules for which results are available is given in column 4. If results are available for only a small proportion of modules, the pass rate should be treated with caution.

Table T6: Module completion rates

Part-time undergraduate students 1999-2000

Institution	Number of part-time students	Total Modules	Modules with results	**Passed**	Module per student	FTE per module
			%	%		%
Wales						
All Welsh Institutions	23,185	66,892	71	**86**	2.9	13.4
University of Glamorgan	4,644	19,151	100	**79**	4.1	11.7
University of Wales, Aberystwyth	2,158	4,593	79	**94**	2.1	9.9
University of Wales, Bangor	1,623	2,957	56	**82**	1.8	12.8
Cardiff University	3,429	4,877	41	**99**	1.4	12.1
University of Wales, Lampeter	1,010	1,642	29	**99**	1.6	21.1
University of Wales, Swansea	2,271	3,434	83	**82**	1.5	18.4
University of Wales College of Medicir	263	263	100	**96**	1.0	69.2
University of Wales Institute, Cardiff	1,025	4,731	89	**85**	4.6	12.4
University of Wales College, Newport	3,954	18,361	61	**87**	4.6	11.6
North East Wales Institute	1,793	1,794	57	**82**	1.0	41.8
Swansea Institute of Higher Education	1,015	5,089	23	**91**	5.0	13.1

Table R1

Research performance indicators 1999-2000

1. This table provides four indicators of annual research output. They are not intended to replace the Research Assessment Exercise (RAE), which remains the most reliable indicator relating to research. The RAE results can be found on the RAE web-site, www.rae.ac.uk

2. The indicators here look at numbers of PhDs awarded and amount of research grants and contracts obtained, relative to the academic staff costs of an institution, and relative to the funding council allocation of quality related (QR) research funds to that institution. Each indicator is expressed as the proportion of output relative to the rest of the sector per proportion of input relative to the rest of the sector. To take account of the different patterns of input to output in different cost centres, the ratios are obtained for each cost centre, and then combined to give the single indicator.

3. The four indicators are:

- proportion of PhDs awarded per proportion of academic staff costs
- proportion of PhDs awarded per proportion of funding council QR funding allocation for research
- proportion of research grants and contracts obtained per proportion of academic staff costs
- proportion of research grants and contracts obtained per proportion of funding council QR funding allocation for research.

4. A value of 1 for an indicator shows that the institution is producing the same as the rest of the sector, relative to its input. A value below 1 shows it is producing less than the sector, and a value greater than 1 shows that it is producing more than the sector, again relative to its input.

5. To put these indicators into context, the number of active cost centres under each input heading has been included. In addition, the amount of QR research funding which an institution receives from the funding council has been included, along with the percentage that this forms of the total funding council allocation to that institution.

Table R1: Share of research output per share of research input, weighted by cost centre (1999-2000)

Institution	Per academic staff costs			Per funding council research allocation			Research funding (QR)*	
	Ph.Ds awarded	Research grants & contracts	Cost centres with staff	Ph.Ds awarded	Research grants & contracts	Cost centres with funding	Total	Percent
							£'s	%
Anglia Polytechnic University	0.01	0.47	24	0.22	5.88	4	218,265	0
Aston University	1.37	0.73	12	1.06	0.67	8	3,547,653	20
University of Bath	1.50	1.35	24	0.84	0.68	15	11,073,461	36
Bath Spa University College	0.03	0.08	13	0.16	0.29	2	367,255	4
Birkbeck College	0.49	0.93	16	0.47	0.57	14	5,043,274	24
University of Birmingham	2.27	1.21	30	1.66	1.04	28	26,260,168	32
Bishop Grosseteste College	0.00	0.00	4	0.00	0.00	0	0	0
Bolton Institute of Higher Education	0.01	0.06	14	0.59	1.93	1	116,535	0
Bournemouth University	0.10	0.18	16	1.53	2.02	2	156,384	0
University of Bradford	1.34	0.91	19	1.17	0.56	15	6,038,047	22
Bretton Hall	0.00	0.40	6	0.00	1.43	1	201,232	4
University of Brighton	0.27	0.72	25	0.67	1.67	10	2,044,615	6
University of Bristol	1.87	1.07	26	1.23	0.75	25	23,955,133	36
Brunel University	1.57	0.83	23	1.35	0.87	14	5,580,160	14
Buckinghamshire Chilterns University College	1.04	0.12	16	0.73	0.68	2	611,741	4
University of Cambridge	2.09	2.07	27	0.98	0.96	25	57,368,328	46
Institute of Cancer Research	1.59	7.10	3	0.30	0.90	4	8,450,266	94
Canterbury Christ Church University College	0.37	0.17	16	3.74	1.19	3	359,027	2
University of Central England in Birmingham	0.33	0.67	12	2.48	4.93	2	673,297	2
University of Central Lancashire	0.00	0.32	22	0.00	1.76	10	799,767	2
Central School of Speech and Drama	0.00	0.00	4	0.00	0.00	1	33,554	0
Chester College of Higher Education	0.08	0.06	16	0.00	0.00	0	0	0
University College Chichester	0.00	0.09	12	0.00	0.99	3	155,690	2

* Research funding is the amount of QR funding from funding councils. Percentage is of the total funding council allocation

Table R1: Share of research output per share of research input, weighted by cost centre (1999-2000)

Institution	Per academic staff costs			Per funding council research allocation			Research funding (QR)*	
	Ph.Ds awarded	Research grants & contracts	Cost centres with staff	Ph.Ds awarded	Research grants & contracts	Cost centres with funding	Total	Percent
							£'s	%
City University	1.04	0.91	15	1.16	0.57	12	4,827,283	24
Coventry University	0.10	0.38	20	0.87	1.35	7	1,176,210	4
Cranfield University	1.52	2.28	5	1.37	1.93	5	7,425,522	40
Cumbria College of Art & Design	0.00	0.00	0	0.00	0.00	0	0	0
Dartington College of Arts	1.32	0.16	1	2.76	0.34	1	79,295	4
De Montfort University	0.49	0.52	22	1.51	2.06	12	2,616,540	4
University of Derby	0.14	0.33	21	1.36	2.48	4	415,027	2
University of Durham	1.28	1.86	22	1.03	1.24	18	11,266,798	26
University of East Anglia	1.82	1.61	18	1.19	1.06	14	9,074,798	32
University of East London	0.22	0.36	15	0.49	0.95	6	1,135,274	4
Edge Hill College of Higher Education	0.55	0.25	20	4.63	1.69	2	121,661	0
Institute of Education	2.88	5.55	1	0.87	1.69	1	4,594,669	38
University of Essex	1.58	1.26	15	1.19	0.88	10	6,335,759	34
University of Exeter	2.45	1.12	22	1.47	0.84	20	7,359,588	22
University of Gloucestershire	0.09	0.11	4	0.19	0.18	2	306,676	6
Cheltenham and Gloucester CHE	0.72	0.43	17	1.78	1.32	5	667,010	4
Goldsmiths College	1.22	0.64	15	0.72	0.40	10	4,665,337	24
University of Greenwich	0.18	0.77	18	0.55	2.03	8	3,073,049	6
Harper Adams University College	0.15	0.19	1	1.35	1.68	1	178,268	2
University of Hertfordshire	0.41	0.41	23	1.12	0.56	10	2,042,317	4
Homerton College, Cambridge	0.00	0.18	2	0.00	0.32	1	497,988	10
University of Huddersfield	0.21	0.30	30	1.41	1.77	6	821,428	2
University of Hull	1.35	0.71	21	1.52	0.83	17	5,886,669	20
Imperial College	1.11	1.36	14	0.65	0.82	15	52,727,560	52

* Research funding is the amount of QR funding from funding councils. Percentage is of the total funding council allocation

Table R1: Share of research output per share of research input, weighted by cost centre (1999-2000)

Institution	Per academic staff costs			Per funding council research allocation			Research funding (QR)*	
	Ph.Ds awarded	Research grants & contracts	Cost centres with staff	Ph.Ds awarded	Research grants & contracts	Cost centres with funding	Total	Percent
							£'s	%
Keele University	1.38	0.93	21	1.08	0.75	18	5,320,239	28
University of Kent at Canterbury	1.20	1.13	19	1.02	0.87	12	5,877,358	24
Kent Institute of Art & Design	0.00	0.27	2	0.00	2.97	1	70,403	0
King Alfred's College, Winchester	0.00	0.17	14	0.00	2.30	1	65,875	0
King's College London	1.49	1.76	25	0.91	0.99	21	34,037,379	36
Kingston University	0.05	0.31	27	0.35	1.21	6	930,629	2
Lancaster University	2.31	1.68	18	1.27	0.77	16	10,717,853	34
University of Leeds	1.23	1.26	30	1.04	1.02	29	26,930,617	30
Leeds Metropolitan University	0.14	0.25	18	0.29	1.46	6	889,339	2
University of Leicester	1.23	0.89	23	1.02	0.93	19	12,236,093	30
University of Lincoln	0.49	0.16	14	2.69	1.62	3	388,127	2
University of Liverpool	1.17	1.20	29	1.16	1.03	28	18,462,875	28
Liverpool Hope	0.00	0.03	15	0.00	1.72	1	27,005	0
Liverpool John Moores University	0.35	0.57	27	0.81	0.81	13	2,004,774	4
University of London (Institutes and activities)	1.44	2.93	4	1.41	2.98	5	1,729,501	14
London Business School	1.12	3.58	1	0.60	1.91	1	2,004,889	66
London Sch of Economics & Political Sci	1.61	2.32	7	0.83	1.11	5	10,159,391	56
London Guildhall University	0.05	0.11	10	0.82	0.30	3	253,069	0
London School of Hygiene and Tropical Medicine	0.32	1.85	2	0.18	1.03	1	5,075,292	60
The London Institute	0.00	0.85	14	0.00	2.34	2	1,682,719	4
Loughborough University	1.80	2.12	23	1.32	1.47	21	10,079,394	24
University of Luton	0.12	0.11	22	3.85	4.29	2	58,167	0
University of Manchester	1.99	1.42	27	1.34	0.88	25	30,636,232	32
UMIST	1.01	1.14	15	0.58	0.64	13	13,050,350	42
Manchester Metropolitan University	0.73	0.45	20	1.19	1.43	13	3,492,948	4

* Research funding is the amount of QR funding from funding councils. Percentage is of the total funding council allocation

Table R1: Share of research output per share of research input, weighted by cost centre (1999-2000)

Institution	Per academic staff costs			Per funding council research allocation			Research funding (QR)*	
	Ph.Ds awarded	Research grants & contracts	Cost centres with staff	Ph.Ds awarded	Research grants & contracts	Cost centres with funding	Total	Percent
							£'s	%
Middlesex University	0.61	0.15	15	1.94	0.50	8	1,688,719	4
University of Newcastle	1.21	1.21	27	0.97	0.94	25	20,221,802	32
Newman College	0.00	0.12	8	0.00	3.80	1	11,138	0
University College Northampton	0.11	0.31	24	7.75	10.29	2	63,752	0
University of North London	0.28	1.25	24	0.71	4.81	10	892,925	2
North Riding College	0.00	0.00	8	0.00	0.00	1	13,243	0
Northern School of Contemporary Dance	0.00	0.00	1	0.00	0.00	0	0	0
University of Northumbria at Newcastle	0.09	0.56	26	0.65	3.14	8	1,402,411	4
Norwich School of Art & Design	0.00	0.00	1	0.00	0.00	1	112,428	4
University of Nottingham	1.38	1.42	29	1.04	1.05	28	22,517,546	34
Nottingham Trent University	0.04	0.24	24	0.33	1.02	13	2,228,630	4
Open University	0.48	0.27	20	1.24	0.73	16	6,817,923	4
School of Oriental and African Studies	1.68	1.14	8	1.23	0.80	5	3,922,703	36
University of Oxford	2.56	2.14	23	0.86	0.91	22	59,570,442	46
Oxford Brookes University	0.64	0.86	20	1.40	1.90	10	1,874,777	6
School of Pharmacy	1.38	1.08	1	0.91	0.69	1	1,829,554	42
University of Plymouth	0.57	0.35	21	1.81	1.16	9	2,564,657	4
University of Portsmouth	0.43	0.34	22	1.16	0.76	15	3,557,313	8
Queen Mary, University of London	0.65	0.62	21	0.80	0.74	18	13,072,074	26
Ravensbourne College	0.00	0.00	2	0.00	0.00	0	0	0
RCN Institute	1.49	5.76	2	0.13	0.50	1	329,928	14

* Research funding is the amount of QR funding from funding councils. Percentage is of the total funding council allocation

HEFCE 01/69 185

106 HEFCE 01/69

Table R1: Share of research output per share of research input, weighted by cost centre (1999-2000)

Institution	Per academic staff costs			Per funding council research allocation			Research funding (QR)*	
	Ph.Ds awarded	Research grants & contracts	Cost centres with staff	Ph.Ds awarded	Research grants & contracts	Cost centres with funding	Total	Percent
							£'s	%
University of Reading	1.75	0.89	23	1.30	0.76	21	14,296,643	36
Rose Bruford College	0.00	0.00	1	0.00	0.00	0	0	0
Royal Academy of Music	0.00	0.00	1	0.00	0.00	1	405,605	10
Royal College of Art	3.01	12.89	4	1.00	4.16	2	1,334,037	14
Royal College of Music	0.00	0.46	1	0.00	0.62	1	384,400	10
Royal Holloway, University of London	0.71	1.19	17	0.50	0.80	14	6,456,796	30
Royal Northern College of Music	0.00	0.00	1	0.00	0.00	1	259,958	6
Royal Veterinary College	1.48	0.74	1	1.21	0.60	1	2,471,391	24
St George's Hospital Medical School	0.24	0.63	3	0.50	1.17	1	3,559,942	24
College of St Mark & St John	0.00	0.07	12	0.00	4.00	1	44,120	0
St Martin's College	0.00	0.29	13	0.00	0.00	0	0	0
St Mary's College	0.00	0.01	12	0.00	0.27	2	59,219	0
University of Salford	0.73	0.56	23	0.89	0.92	12	5,132,218	12
University of Sheffield	1.96	1.34	29	1.46	1.03	27	25,673,392	36
Sheffield Hallam University	0.30	0.58	21	0.48	1.41	12	2,949,463	6
University of Southampton	1.62	1.39	22	1.07	0.98	22	23,733,086	36
Southampton Institute	0.08	0.02	18	1.07	0.46	4	272,164	0
South Bank University	0.62	0.36	26	2.00	1.60	7	1,666,420	4
Staffordshire University	0.22	0.97	23	1.30	2.96	4	719,808	2
University of Sunderland	0.05	0.24	20	0.22	0.81	6	1,035,987	2
The Surrey Inst of Art & Design Univ Col	0.00	0.00	2	0.00	0.00	1	25,448	0
University of Surrey	2.20	1.44	22	1.16	0.84	18	10,442,949	36
University of Surrey Roehampton	0.20	0.70	15	0.49	1.47	6	1,027,396	6

* Research funding is the amount of QR funding from funding councils. Percentage is of the total funding council allocation

Table R1: Share of research output per share of research input, weighted by cost centre (1999-2000)

Institution	Per academic staff costs			Per funding council research allocation			Research funding (QR)*	
	Ph.Ds awarded	Research grants & contracts	Cost centres with staff	Ph.Ds awarded	Research grants & contracts	Cost centres with funding	Total	Percent
							£'s	%
University of Sussex	2.00	1.48	18	0.92	0.69	16	12,362,573	36
University of Teesside	0.30	0.61	18	3.67	4.03	2	192,727	0
Thames Valley University	0.00	0.03	14	0.00	1.08	4	124,110	0
Trinity & All Saints	0.00	0.04	10	0.00	1.22	1	19,469	0
Trinity College of Music	0.00	0.00	1	0.00	0.00	0	0	0
University College London	1.34	1.26	25	0.73	0.76	25	60,501,153	52
University of Warwick	2.75	2.35	18	1.09	0.97	15	16,818,911	38
University of West of England, Bristol	0.12	0.53	21	0.58	2.24	10	1,949,750	4
University of Westminster	0.11	0.66	18	0.41	2.22	11	1,934,613	4
Westminster College, Oxford	0.00	0.05	4	0.00	0.00	0	0	0
Wimbledon School of Art	0.00	0.17	1	0.00	0.06	1	1,061,150	30
University of Wolverhampton	0.28	0.36	23	5.42	10.53	3	321,699	0
University College Worcester	0.29	0.33	15	2.94	2.74	2	150,542	2
Writtle College	0.00	0.01	1	0.00	0.00	0	0	0
Wye College, University of London	1.43	0.67	2	1.79	0.83	1	1,207,353	30
University of York	1.50	2.38	18	0.83	1.15	16	11,584,648	40
York St John College	0.00	0.14	14	0.00	2.25	1	23,176	0

HEFCE 01/69 107

* Research funding is the amount of QR funding from funding councils. Percentage is of the total funding council allocation

Table R1: Share of research output per share of research input, weighted by cost centre (1999-2000)

Institution	Per academic staff costs: Ph.Ds awarded	Per academic staff costs: Research grants & contracts	Per academic staff costs: Cost centres with staff	Per funding council research allocation: Ph.Ds awarded	Per funding council research allocation: Research grants & contracts	Per funding council research allocation: Cost centres with funding	Research funding (QR)*: Total	Research funding (QR)*: Percent
							£'s	%
Scotland								
University of Aberdeen	1.06	1.04	18	1.36	1.26	19	8,589,806	20
University of Abertay Dundee	0.01	0.50	13	0.15	5.07	3	311,349	2
University of Dundee	0.91	1.16	25	0.61	1.18	17	10,108,753	24
University of Edinburgh	1.57	1.42	25	1.11	1.06	29	34,511,047	32
Edinburgh College of Art	0.75	0.80	3	1.37	1.54	1	508,161	8
University of Glasgow	0.76	1.30	22	0.78	1.38	27	21,574,768	22
Glasgow Caledonian University	0.68	0.92	18	1.07	1.29	7	951,985	2
Glasgow School of Art	0.00	4.36	4	0.00	9.34	1	335,877	4
Heriot-Watt University	0.80	0.64	15	1.15	1.08	14	5,153,759	18
Napier University	0.14	0.37	20	0.66	2.76	8	820,334	2
Northern College of Education	0.00	0.01	2	0.00	0.00	0	0	0
University of Paisley	0.00	0.06	16	0.00	1.45	4	241,795	0
Queen Margaret University College	2.57	2.21	10	1.62	2.19	2	445,724	4
Robert Gordon University	0.45	0.39	16	1.93	1.05	6	945,970	4
Royal Scottish Academy of Music & Drama	0.00	0.00	2	0.00	0.00	0	0	0
University of St Andrews	1.04	1.95	12	0.89	1.76	13	7,282,855	30
University of Stirling	1.51	0.88	15	1.09	0.94	14	4,521,655	20
University of Strathclyde	1.00	1.02	26	0.75	0.85	22	13,829,162	20

* Research funding is the amount of QR funding from funding councils. Percentage is of the total funding council allocation

Table R1: Share of research output per share of research input, weighted by cost centre (1999-2000)

Institution	Per academic staff costs			Per funding council research allocation			Research funding (QR)*	
	Ph.Ds awarded	Research grants & contracts	Cost centres with staff	Ph.Ds awarded	Research grants & contracts	Cost centres with funding	Total	Percent
							£'s	%
Wales								
University of Glamorgan	0.60	0.41	25	2.93	2.74	3	701,690	2
University of Wales, Aberystwyth	1.54	2.13	16	1.35	1.80	14	4,849,528	18
University of Wales, Bangor	0.99	1.02	17	1.06	0.95	16	5,644,967	20
Cardiff University	1.37	1.49	24	0.88	0.90	22	17,821,377	30
University of Wales, Lampeter	0.60	0.22	10	0.68	0.31	5	891,026	16
University of Wales, Swansea	1.33	0.92	24	1.05	0.67	19	8,247,933	24
University of Wales College of Medicine	0.39	0.57	4	0.52	0.92	2	4,575,944	32
University of Wales Institute, Cardiff	0.38	0.23	15	1.40	0.67	1	485,072	2
University of Wales College, Newport	0.03	0.01	15	0.22	0.06	2	266,823	2
North East Wales Institute	0.07	0.11	10	0.00	0.50	1	237,110	2
Swansea Institute of Higher Education	0.07	0.19	10	0.00	0.00	0	0	0
Trinity College Carmarthen	0.00	0.00	5	0.00	0.00	1	15,184	0
Welsh College of Music and Drama	0.00	0.00	1	0.00	0.00	0	0	0
Centre for Adv. Welsh and Celtic Studies	0.00	2.44	1	0.00	2.29	1	142,978	26
Northern Ireland								
The Queen's University of Belfast	1.15	0.73	32	1.51	0.96	27	12,279,636	20
St Mary's University College	0.00	0.00	1	0.00	0.00	0	0	0
Stranmillis University College	0.00	0.24	1	0.00	0.00	0	0	0
University of Ulster	1.27	1.05	23	0.76	0.70	15	8,913,842	14

* Research funding is the amount of QR funding from funding councils. Percentage is of the total funding council allocation

Annex A

General definitions

1. This annex provides definitions of the terms used in the performance indicator tables. The data used in constructing the indicators have been taken mainly from the Higher Education Statistics Agency (HESA) database, with some information from the database held by the Universities and Colleges Admissions Services (UCAS). In general, where information is available through HESA that database has been used. Where data are not currently held on the HESA database, or where the information on that database is incomplete, we have used the UCAS database. The web-sites for HESA and UCAS both contain details of the information they collect.

Coverage of tables

2. All students included in Tables T1 to T5 are those whose normal residence is in the United Kingdom, excluding the Channel Isles and the Isle of Man. This information comes primarily from the HESA POSTCODE field, with the DOMICILE field used if there is no valid postcode supplied. If neither field supplies valid information, it is assumed that the student is resident in the UK.

Age

3. Many of the tables are split between young and mature students, defined as follows:

- **Young** students are those who are under 21 at 30 September of the academic year in which they are recorded as entering the institution. So for students recorded as entering an institution in 1999-2000, young students are those born after 30 September 1978.
- **Mature** students are those who are 21 or over, also at 30 September of the academic year in which they are recorded as entering the institution.

4. Students whose date of birth is not given, or whose date of birth suggests that they are 10 years or under, are allocated to age group 'unknown'. For tables which provide information about young students, mature students, and all students, this means that the numbers under 'All students' are not necessarily the sum of 'Young students' and 'Mature students'.

5. These definitions are used to tie in with the UCAS definitions. Social Class data (see below), in particular, are collected differently for young and mature students on the UCAS forms.

Mode of study

6. **Full-time** students are those recorded as studying full-time at an institution, or on thick or thin sandwich courses, provided that the length of the course is at least 24 weeks.

7. **Part-time** students are those recorded as studying part-time, or full-time on courses lasting less than 24 weeks.

Level of study

8. The level of study is taken from the qualification aim of the student. Only undergraduate students are included in Tables T1 to T5 at present. **Degree** students are those studying for any type of first degree; **other undergraduates** are those studying for diplomas, certificates and other undergraduate courses. The codes for qualification aims (HESA field QUALAIM, as coded for the 1999-2000 return) used to define the level are shown in Table 1.

Table 1

	QUALAIM codes
Degree	19, 20, 21, 22, 23, 24
Other undergraduate	25, 26, 27, 29, 30, 31, 32, 41, 42, 43, 44, 45, 51, 52, 61, 97

Type of school

9. School type is at present taken from UCAS records, and the definitions follow those used in UCAS publications. All schools or colleges that are not denoted 'independent' are taken as state schools. This means that students from sixth-form or further education colleges, for example, are included as being from state schools.

10. We are investigating ways of replacing the UCAS information with the information held in HESA on last institution attended (LASTINST field). To be useful, this will have to be linked with the official DfES definitions.

Social Classes

11. The information on Social Class is now held on the HESA record, but the data quality is still quite poor. Much of the information has therefore been obtained from UCAS records. The Social Class definition is based on parental occupations, which are classified using the Standard Occupational Classification. The social classifications used are:

- Social Class I — Professional
- Social Class II — Intermediate
- Social Class IIIN — Skilled non-manual
- Social Class IIIM — Skilled manual
- Social Class IV — Semi-skilled
- Social Class V — Unskilled

The performance indicator is the proportion of students from Social Classes IIIM, IV and V, that is, the proportions whose parents are in skilled manual, semi-skilled or unskilled occupations.

Low-participation neighbourhoods

12. This definition uses work carried out into the rates of participation in higher education of young people in different areas of the country. Full details are provided in Annex A2.

13. Areas for which the participation rate is less than two-thirds of the UK average rate have been defined as **low-participation neighbourhoods**. Students have been allocated to these neighbourhoods on the basis of their postcodes, using the Super Profiles classification.

Entrants/starters

14. Tables T1 to T4 provide information for **entrants** to an institution. These are defined as students who started a programme of study at that institution during the academic year of interest. This is based on the date of commencement of the student's study (HESA field COMDATE). While most entrants go into the first year of a programme of study, some will start on the second, or later, year of programme, for example, if they transfer from another institution.

15. Entrants who are recorded as leaving before 1 December have not been included in the calculations, unless the record contains important information such as a qualification. Although the rules on returning such students to HESA have been tightened, it has been agreed that students leaving this early in their studies should be disregarded for the purposes of the PIs.

16. Table T5 is based on **starters** at an institution. The concept of a starter has been used to be consistent with the method of projecting outcomes. Students at a particular institution are defined as starters if they are full-time degree students who have not been studying at that institution full-time for a degree in either of the two years prior to the academic year of interest. This means that students who were on a diploma course in the previous year at the current institution, and have transferred to a degree course in the current year, will count as starters (unless they had been on a degree course there two years previously). Such students will not necessarily count as entrants. On the other hand, a student who has spent one year at an institution on a degree course, then spends a year out of studies but comes back onto a different degree course, will not be counted as a starter, but may be counted as an entrant.

Qualifications obtained

17. In looking at progression statistics, we have had to look at students obtaining a qualification. We have generally distinguished between students obtaining a degree and those obtaining some other

undergraduate qualification. For the research indicators, we have also looked at the number of students awarded doctorate degrees by research. This information comes from the qualification obtained fields, QUAL1 and QUAL2, using the codes given in Table 2. For progression purposes, we have also assumed that students with an FDS record have a qualification, and that students found subsequently on a postgraduate course have qualified.

Table 2

	QUAL1
Degree	19, 20, 21, 22, 23, 24
Other undergraduate	25, 26, 27, 29, 30, 31, 32, 41, 42, 43, 44, 45
Doctorate	02

Differences from HESA statistics

18. Although the tables in this publication are largely based on data collected by HESA, the statistics differ from those that have been published by HESA in a number of respects. For example, the number of home first degree full-time entrants (Table T1a) is shown as 280,939 in this publication, whereas the HESA reference volume, 'Students in Higher Education Institutions (1999-2000)' reports the number of UK domiciled first degree first year full-time students as 281,780 (Table 1b). The differences are as follows:

a. This publication uses HESA records that have been corrected by institutions following HEFCE monitoring exercises, as well as the specific consultation about performance indicators.

b. The HESA data include only those students active on 1 December 1999; these tables also include students who entered after this date.

c. In Tables T1 and T2 of this publication, entrants to institutions are defined as students whose date of commencement of studies is between 1 August 1999 and 31 July 2000. HESA tables define first year students as those who commenced their studies in the 12 months up to 1 December 1999.

d. The HESA reference date for age is 31 August; for these tables the reference date is 30 September.

e. Where postcode, entry qualification, Social Class or school type data are missing or incomplete on the HESA record, we have taken information from files supplied by UCAS.

f. The 'UK domiciled' students reported by HESA include students domiciled in the Channel Islands and the Isle of Man. The tables in this publication exclude students from these areas.

Annex A2

Geodemographic analysis and location-adjusted benchmarks — technical details

Defining areas

1. Any geodemographic analysis must start by defining the areas to be used. The starting point is generally small administrative areas for which information is readily available. There is a range of classifications which can then be used to combine these small areas into neighbourhood types. The classifier used here is the Super Profiles system.

2. The small areas taken are the Census enumeration districts (EDs) in England and Wales, and the output areas (OAs) in Scotland. The classification is based on data collected in the 1991 Census of Population, supplemented with data from other sources. Areas belonging to the same neighbourhood type will not necessarily be geographically adjacent, for example, one cluster might contain suburban areas of semi-detached housing from Leeds, Manchester, Birmingham and Bristol.

3. Postcodes can be used to identify the ED (or OA) and hence the neighbourhood types. This 'postcode mapping' allows nearly all students to be allocated to one of the neighbourhood types, on the basis of their home postcode.

4. A small proportion of postcodes cannot be mapped to EDs, either because they have been wrongly recorded or because they are too new to have been included in the postcode file. Similarly, a small proportion of EDs have not been classified, for example if the number of residential dwellings in the area is too small to provide reliable information. In either case the result will be an unknown neighbourhood type.

5. The neighbourhood types were classified as 'low participation' or 'other' by estimating the participation rates in higher education for young entrants. These rates vary from under 5 per cent to over 95 per cent. Neighbourhood types with participation rates less than two-thirds of the national average were defined as 'low participation'.

Population estimates

6. The participation rates as defined above depend on two elements: the population of the area and the number of students from that area. The number of students is taken from the HESA database, with postcodes used to allocate students to areas. The population estimates are an uncorrected projection of the 1991 Census population figures, the last time for which a full count of the population was available. We are working to create more accurate estimates of populations as part of a project to monitor participation across the sector, and these new estimates will be used to check the classification of neighbourhood types as 'low participating'.

Localised effects

7. Under certain conditions the location of an institution can have an impact on the low participation neighbourhood indicator, making it appear different from the other widening access indicators.

8. There are three characteristics which have a particular impact on institutions in London:

a. Although most neighbourhood types are geographically widespread, some are concentrated in London. This is due to special patterns of car ownership, methods of commuting, accommodation types and so on.

b. Institutions in London tend to recruit a high proportion of students from London.

c. The participation rate overall is higher in London than for most other parts of the country.

9. These factors taken together mean that areas in London may be less likely than similar areas elsewhere to be classed as low participation. As a result, institutions in London tend to have a lower proportion of students from low participation neighbourhoods relative to their benchmarks.

10. There are also other local effects which could have an impact on the rates of participation. For

example, enumeration districts in some rural areas cover a greater area than those elsewhere, and so tend to include a wider range of household types. This could, in principle, lead to pockets of low participating groups being incorporated in high participation neighbourhood types. However, we have found no evidence that such effects have a significant impact on the statistics for institutions.

Measuring effects of locality

11. Table A1 shows the percentages of young entrants from each of the regions of the UK who come from low participation neighbourhoods; Social Classes IIIm, IV and V; and state schools. The scale of the differences between regions means that institutions which recruit most of their students locally may find they have characteristics quite different from the national average.

12. Because of these differences, we have looked at ways in which a student's domicile could be incorporated into the existing benchmarks of the access indicators. Using the same methodology as is used for the current benchmarks, and taking the student's region of origin as another factor, we have produced a value that will give an indication of how important the location factor is. We have called this a location-adjusted benchmark. We have circulated the values produced in this way to institutions for comment, and subject to these comments we will include this measure in the tables on our web-site early in 2002.

13. As this measure is seen as particularly important for institutions in London, we have also included at Table A2 the low participation indicators for the larger institutions in London together with their standard benchmark and this new measure. As can be seen, for institutions such as Imperial College which recruit widely across the UK, there is very little difference between the standard benchmark and the location-adjusted benchmark. Many other London institutions show differences of 3 to 4 per cent, suggesting that they recruit more locally and that the percentage of their students from low participation neighbourhoods is therefore affected by the generally higher participation rates in London.

14. In considering how best to measure locality effects, a major concern was raised. By allowing for the effects of locality, there is a danger that what we are trying to measure could be partly obscured. Differences between geographical areas may be caused by disparities between institutions, or these disparities may be the result of geographical differences. Until we have resolved this circularity we need to be careful in making allowances for geographical effects.

Table A1 **Percentage of young entrants from under-represented groups, by Government Office region**

Region	From low participation neighbourhoods	From Social Classes IIIm, IV, V	From state schools or colleges	Total young entrants
Eastern	9.1	21.1	83.9	18,900
East Midlands	13.0	27.6	88.1	15,100
London	8.3	25.8	76.9	28,800
North-East	23.6	30.7	91.9	8,500
North-West	16.1	27.0	86.0	25,000
South-East	6.3	19.0	80.1	32,400
South-West	8.1	22.1	82.2	17,100
West Midlands	15.3	29.7	86.7	18,900
Yorkshire & Humberside	15.2	27.2	88.2	14,500
Wales	18.4	28.7	93.7	11,100
Scotland	19.4	26.3	86.0	19,500
Northern Ireland	8.5	30.4	99.8	8,700
United Kingdom	12.4	25.3	84.9	219,900

Table A2 **Percentage of young entrants from low participation neighbourhoods at selected HEIs in London**

Institution	Number of young entrants	Percent from group	Benchmark		Location-adjusted benchmark	
Brunel University	2,040	9	13	*	9	
City University	840	8	12	*	9	
University of East London	1,206	15	15		11	*
Goldsmiths College	699	8	12	*	9	
University of Greenwich	1,631	13	15		11	
Imperial College	1,381	6	8		7	
King's College London	2,008	8	10		7	
Kingston University	2,179	10	14	*	10	
London Sch of Economics & Political Sci	532	5	8		6	
London Guildhall University	1,235	12	15	*	11	
The London Institute	980	9	12	*	10	
Middlesex University	2,417	13	15		11	
University of North London	1,352	13	15		11	
School of Oriental and African Studies	245	6	10		7	
Queen Mary, University of London	1,671	10	12		8	
Royal Holloway, University of London	1,049	7	11	*	8	
St Mary's College	548	9	14	*	10	
South Bank University	1,122	12	16	*	11	
University of Surrey Roehampton	1,185	10	15	*	10	
Thames Valley University	551	13	16		12	
University College London	2,120	6	9		7	
University of Westminster	1,881	11	14	*	10	

* Shows that the indicator is significantly different from this benchmark

Annex B

Adjusted sector benchmarks – technical notes and more detailed information

1. This annex contains the technical details and assumptions made in producing the adjusted sector benchmarks, including the regional benchmarks, and the associated standard deviations. It also includes details of the subject and entry qualifications breakdown used to obtain the benchmarks; and tables showing the numbers of students in each category and the proportion of students in each category with different characteristics.

Adjusted sector benchmarks

2. The adjusted sector benchmarks make allowance for the subject mix of an institution, and the entry qualifications of its students. In addition, for the indicators which cover all age groups the benchmark also takes into account the proportions of young (under 21) and mature students entering the institution.

Technical notes

3. To calculate the adjusted sector benchmark for a particular indicator and institution, the breakdown of the institution's students by subject and entry qualification is required. However, the 'sector population' is not the same in all cases. Each indicator relates to a specific sub-set of the institution's students, for example, young full-time first degree students, or mature part-time undergraduates. The adjusted sector benchmark is based on the equivalent sub-set of the sector population.

4. The sub-set of the population used will only contain students for whom information to calculate the indicator is available. The institution's profile is also based only on those of its students with that information available. So, for example, if the information about school type is available for only 80 per cent of an institution's students, the institutional profile used to obtain the benchmark for that indicator will be based on these 80 per cent.

5. We have used 13 subject groups and 21 entry qualification groups, which together provide 273 categories on which to base the adjusted sector benchmark. (If age is also taken into account, the number of categories will double to 546.) Assume they are numbered from 1 to 273. Let the number of students from the sector in category i be N_i, and the number in institution j in category i be n_{ji}, so that $N = \sum N_i$ is the total number of students in the sector, and $n_j = \sum n_{ji}$ is the total number of students at the institution, where summation is over all categories. Let P_i be the proportion of students in the sector from category i who have the characteristic of interest, for example, are from state schools, or have left HE after a year, and the equivalent proportion for institution j be p_{ji}.

6. The proportion of students in institution j with the characteristic of interest can be found as

$$p_j = \sum \frac{p_{ji} \times n_{ji}}{n_j}$$

This is the value of the indicator. If the proportion of students with the characteristic at the institution in each subject/entry qualification category was the same as in each category in the sector, then the overall proportion with the characteristic would be

$$\sum \frac{P_i \times n_{ji}}{n_j}$$

This is what we have called the 'adjusted sector benchmark'.

7. Another way of interpreting this is to say it is the value that the sector average would have if the sector students were split across the subject/entry qualification categories in the same proportions as at the institution.

Location-adjusted benchmarks

8. There are 12 regions in the United Kingdom, using the nine government office regions in England plus Scotland, Wales and Northern Ireland. The proposed location-adjusted

benchmarks are calculated as above, but there are now 273 ×12 = 3,276 categories. The individual categories may contain very few students, but the method of calculating the benchmark is unaffected.

Standard deviations

9. In general, small differences between an indicator and its benchmark are not important. However, it is not always obvious what constitutes a small difference. A standard deviation measures the amount by which one would expect a statistic to change based solely on random sampling. We have calculated the standard deviations of the differences between the indicators and their benchmarks, using a method developed by Professor David Draper and Mark Gittoes at the University of Bath. (Note that, because these are standard deviations of a statistic, they are more usually called standard errors.)

10. Assume that there are M categories for the factors used in the benchmarks, and N institutions. The complete set of M × N cells will be called the basic grid. The actual indicator at institution j, p_j, is a weighted average of the form

$$p_j = \sum_{k=1}^{M} n_{jk} p_{jk} \Big/ \sum_{k=1}^{M} n_{jk}$$

using the above notation.

11. The proportion of students in the sector in category i, P_i, is

$$P_i = \sum_{j=1}^{N} n_{ji} p_{ji} \Big/ \sum_{j=1}^{N} n_{ji}$$

and the benchmark for institution j, E_j, is

$$E_j = \sum_{i=1}^{M} n_{ji} P_i \Big/ \sum_{i=1}^{M} n_{ji}$$

The difference between the indicator for institution j and its benchmark, $D_j = p_j - E_j$, can then be written as a weighted sum of all M × N cells in the basic grid:

$$D_j = \sum_{k=1}^{N} \sum_{l=1}^{M} \lambda_{jkl} p_{kl}$$

For further details, see the PIs web-site, http://www.hefce.ac.uk/pi

12. Assuming that the n_{ji} students at institution j in category i are like a random sample from the population of all such students, the variance of D_j is given by

$$V(D_j) = \sum_{k=1}^{N} \sum_{l=1}^{M} \lambda_{jkl}^2 \, \mathrm{var}(p_{kl})$$

We then have to estimate the variance of p_{kl}.

13. If the basic grid is not too sparse, and the values of p_{jk} are not too close to 0 or 1, a reasonable estimate of the variance is

$$\mathrm{var}(p_{jk}) = p_{jk}(1 - p_{jk})/n_{jk} .$$

However, as M increases the grid can become quite sparse, and it can be shown that a better estimate of the variance will then be found by replacing p_{jk} by $p^*_{jk} = 0.5\,p + 0.5\,p_{jk}$, where p is the percentage with the characteristic of interest in the sector as a whole. (See web-site for further details.) This formula has been used in this year's publication.

14. The square root of the estimated variance, which is the standard deviation of the indicator, can then be used to test whether the difference between the indicator and its benchmark is small or not. A difference that is less than twice the size of the standard deviation can certainly be said to be small, but we have been more conservative. In the tables, we have marked as 'large' those institutions where the difference is both greater than three times the standard deviation and greater than three percentage points. This is to draw attention to areas where the difference is large in both statistical and practical terms.

15. If an institution is marked in this way, it should be taken as an invitation to investigate possible causes for the differences that have been identified, whether they arise from an indicator that is better than the benchmark (marked ⊕), or worse than the benchmark (marked ⊖). Where the difference is not marked, the indicator is either

within the range that would be expected given random fluctuations, or is less than three percentage points away from the benchmark.

Projected outcomes

16. The adjusted sector benchmarks for the projected outcomes indicators are obtained by adjusting the transition matrix rather than the actual indicators. The adjusted transition matrix of sector data is produced by weighting each student in the sector to give a distribution over the entry qualifications and subjects the same as for the institution. This weighting represents an approximation, since the same weighting is used for all progression paths. The effect is likely to be small. (Further details are provided in Annex C.)

17. Because the adjustment is made to the transition matrix and not directly to the outcomes, the standard deviations have been obtained by assuming students have been selected at random from the outcome categories. Again, this is a simplification, but appears to give realistic results. But if the pattern of projected outcomes for an institution is very different from the adjusted sector outcomes, then the standard deviations cannot be relied on, and have been omitted from the table. Further details are available in Annex C.

Simple example

18. In order to demonstrate the method used in Tables T1, T2 and T3, this example uses just four subjects and five entry qualifications. The indicator used in the example is the non-continuation rate, the proportion of entrants in one year that are not in higher education in the next year, but similar methods are used for the other indicators.

19. Suppose there are 100,000 students in the sector, and that they are split across four different subject categories, and with five groups of entry qualifications. The split might look like that given in Table B1.

20. The non-continuation rates in the different categories across the sector are shown in Table B2. These suggest that, across the sector as a whole, non-continuation rates are relatively high for subject C, and high among students in entry qualification category V. The overall non-continuation rate for the sector is 8%.

21. Suppose there are two institutions, each with 2,000 students, but split rather differently among subjects and entry qualification groups. University X covers all subject areas, but has no students with entry qualifications V. University Y has students with all entry qualifications, but does not offer subject area A. The actual split is shown in Table B3.

22. Of students at institution X, 150 did not continue after their first year, and of those at institution Y, 250 did not continue. So the percentage not continuing after their first year (the indicator) is 7.5% for institution X, and 12.5% for institution Y. On the face of it, this means institution X is doing better than the sector average of 8% not continuing, while institution Y is doing considerably worse.

23. Now look at the adjusted sector benchmark for each institution. This is calculated by taking the number of students in an institution who are in each subject/entry qualification category, and working out how many of these would not continue if the sector value in that category were to apply. For entry qualification I and subject A, the sector rate of non-continuation is 2.5%, and so university X, with 300 students in that category, would expect 2.5% of 300 = 7.5 students to leave after their first year. Similarly, for entry qualification V and subject C, where the sector rate is 18%, university Y would expect 18% of its 220 students, 39.6 students, to leave after a year. Table B4 shows the numbers that would be expected to leave for each institution in each category.

Table B1 **Distribution of students across the sector (fictitious data)**

Entry quals	Subject A	B	C	D	Total
I	8,000	8,000	1,000	3,000	20,000
II	6,000	8,000	3,000	3,000	20,000
III	3,000	6,000	8,000	3,000	20,000
IV	2,000	6,000	8,000	4,000	20,000
V	1,000	2,000	5,000	12,000	20,000
Total	20,000	30,000	25,000	25,000	100,000

Table B2 **Non-continuation rates for sector (fictitious data)**

Entry quals	Subject A	B	C	D
I	2.5%	5.0%	10.0%	3.3%
II	5.0%	5.6%	10.0%	5.0%
III	5.0%	6.7%	12.5%	6.7%
IV	10.0%	7.5%	15.0%	6.3%
V	15.0%	15.0%	18.0%	6.7%

Table B3 **Distribution of students at universities X and Y**

University X

Entry quals	Subject A	B	C	D	Total
I	300	300	100	100	800
II	100	100	0	100	300
III	200	100	50	50	400
IV	0	300	50	150	500
V	0	0	0	0	0
Total	600	800	200	400	2,000

University Y

Entry quals	Subject A	B	C	D	Total
I	0	50	100	50	200
II	0	40	80	80	200
III	0	200	200	100	500
IV	0	100	200	200	500
V	0	210	220	170	600
Total	0	600	800	600	2,000

Table B4 **Applying sector rates to institutions X and Y – numbers not continuing**

University X

Entry quals	Subject A	B	C	D
I	7.5	15	10	3.3
II	5	5.6	0	5
III	10	6.7	6.3	3.3
IV	0	22.5	7.5	9.4
V	0	0	0	0

University Y

Entry quals	Subject A	B	C	D
I	0	2.5	10	1.7
II	0	2.3	8	4
III	0	13.3	25	6.7
IV	0	7.5	30	12.5
V	0	31.5	39.6	11.3

24. At institution X, the total number of students who would not be expected to continue beyond their first year would be the sum of all these values, namely

7.5 + 15 + 10 + 3.3 +
5 + 5.6 + 0 + 5 +
10 + 6.7 + 6.3 + 3.3 +
0 + 22.5 + 7.5 + 9.4 = 117

The adjusted sector benchmark would therefore be 117 / 2000 = 5.9%

25. Similarly for institution Y, the numbers who would not continue if the sector values applied would be

2.5 + 10 + 1.7 +
2.3 + 8 + 4 +
13.3 + 25 + 6.7 +
7.5 + 30 + 12.5 +
31.5 + 39.6 + 11.3 = 206

This gives a total of 206 students not continuing, and an adjusted sector benchmark of 206 / 2000 or 10.3%

26. Comparing the institutions' own values to the adjusted sector benchmarks, we find that institution X now performs worse than might be expected. Looking at the profile of its students, its non-continuation rates should be lower than the sector average because its students come mainly from categories with low rates. Institution Y still does worse than expected, but not by as much as it seemed at first; again, many of its students are from categories where the non-continuation rate is high across the sector.

27. In addition, the fact that the two adjusted sector benchmarks are so different means that these two institutions are not really comparable. We should not make a direct comparison between the two for this particular indicator.

Subject and entry qualifications breakdown for the sector

28. The adjusted sector benchmarks have been produced by adjusting for subject studied and entry qualifications according to the proportions of students in each group within each institution. Subjects studied have been combined into 13 groups, while entry qualifications have been combined into 21 groups. The actual categories are described below.

29. The assumption behind the adjusted sector calculations is that each category defined here contains students who form a homogeneous group. Further work is being done to see how valid this assumption is, and whether there are other factors that might make a significant contribution to a benchmark.

Subject categories

30. The subject categories have been obtained from the subject of qualification aim, HESA field SBJQA. Table B5 shows the codes used for the subject categories, and the subjects they represent. These differ from the categories normally used by HESA in that several have been merged, for example, Biological Sciences with Physical Sciences, and Mathematics with Computing. Two categories have been merged only if the characteristics of the students in them appear to be broadly similar.

31. Note that any combined studies programme whose subjects lie completely within one category have been included in that category. So, for example, a student on a joint degree programme studying Mathematics and Computing will be included in category E.

32. The third column of the table shows the HESA subject codes that the category includes. The HESA subject codes consist of a letter followed by a number, and if all codes beginning with a particular letter are in the category, only the letter has been given. Any invalid subject codes, or combinations not wholly within one category, have been allocated to the combined studies category.

Table B5 **Subject categories and their equivalent subject codes**

	Subject description	HESA subject codes
A	Medicine, Dentistry, and Veterinary science	A, D1
B	Subjects allied to medicine	B
C	Biological sciences, and Physical sciences	C, F
D	Agriculture and related subjects	D, except D1
E	Mathematical sciences and Computer science	G
F	Engineering and Technology	H, J
G	Architecture, Building, and Planning	K
H	Social studies and Law	L, M
I	Business & administrative studies and Librarianship & information science	N, P
J	Languages and Humanities	Q, R, T, V
K	Creative arts and Design	W
L	Education	X
M	Combined subjects	Y

Entry qualifications

33. The majority of students in the UK still enter higher education with either A-levels or Scottish Highers, and this is recognised in the groupings of entry qualifications used. As with subjects, the groupings have been chosen so that as far as possible the students within each group are relatively homogeneous.

34. Both A-level grades and Scottish Highers grades are converted to a number of points. In deciding on the category to which a student should be allocated, A-levels and Scottish Highers have been treated as equivalent as far as allocated points are concerned, so that a student with 20 A-level points is allocated to the same category as a student with 20 Scottish Higher points. If a student has both Scottish Highers and A-levels, the number of points used is the greater of the two. (Note that UCAS has recently announced a revision of the points scheme for particular levels of school qualifications, and this may lead to a revision of the points used in due course.)

35. Last year, students entering HE with a GNVQ level 3 qualification were given a separate code in the QUALENT2 field. This did not allow for students with both GNVQs and A-levels to be identified. This year there has been a change to the coding system (see Annex A) but we have not changed the entry qualification categories used. The students identified as having GNVQs include only those who do not also have A-levels or Scottish Highers.

36. A few students now enter higher education with a Baccalaureate. It has been decided to allocate these students to the same category as students with A-levels or Scottish Highers having up to four points. This may be reviewed.

37. Access and foundation courses have been given a separate category, as have BTEC and related qualifications.

38. Students' entry qualifications have been taken from the HESA database if possible, but if they are not available from HESA then the UCAS database has been used. The HESA fields QUALENT2, ALEVELS, HIGHERS, VOCQUALS, ALEVPTS,

and HIGHPTS have been used from HESA to determine the category (or the equivalent fields from UCAS).

39. Table B6 shows the categories used, their descriptions, and the values of the QUALENT2 field used in the definition. In addition, if QUALENT2 has a value of 40 (A-levels or Scottish Highers or GNVQ level 3) then the values in the fields ALEVELS, HIGHERS and VOCQUALS have been used to determine whether the student has GNVQ only, or some combination of A-levels or Highers. Only students with QUALENT2 coded 40, ALEVELS and HIGHERS coded blank, 0, 98 or 99, and VOCQUALS coded 1, 2, 3 or 97 are included in the GNVQ category.

Tables

40. Tables B7 and B8 show the actual numbers of full-time degree entrants to higher education across the sector in each of the defined categories in 1999-2000; B7 shows the number of young entrants, and B8 the number of mature entrants. Tables B9 to B14 provide the proportions in each category with various characteristics, again for the whole sector, split into young and mature entrants. Table B9 shows the proportion of young entrants in 1999-2000 who come from state schools in each category, and Table B10 shows the proportions from Social Classes IIIM - V. Tables B11 and B12 give the proportions of 1999-2000 full-time entrants from low participation neighbourhoods, for young and mature respectively. Tables B13 and B14 show the proportion of 1998-99 entrants in each category who did not continue in higher education after their first year, for young and mature entrants.

Table B6 **Entry qualifications and codes used in their definition**

Abbreviation	Entry qualification	Qualent2 code
A pts NK	A-levels / AS levels / Scottish Highers, number of points unknown	39, 40
A pts 4	A-levels / AS levels / Scottish Highers with 1 to 4 points, or Baccalaureate	39, 40, 47
A pts 8	A-levels / AS levels / Scottish Highers with 5 to 8 points	39, 40
A pts 10	A-levels / AS levels / Scottish Highers with 9 to 10 points	39, 40
A pts 12	A-levels / AS levels / Scottish Highers with 11 to 12 points	39, 40
A pts 14	A-levels / AS levels / Scottish Highers with 13 or 14 points	39, 40
A pts 16	A-levels / AS levels / Scottish Highers with 15 or 16 points	39, 40
A pts 18	A-levels / AS levels / Scottish Highers with 17 or 18 points	39, 40
A pts 20	A-levels / AS levels / Scottish Highers with 19 or 20 points	39, 40
A pts 22	A-levels / AS levels / Scottish Highers with 21 or 22 points	39, 40
A pts 24	A-levels / AS levels / Scottish Highers with 23 or 24 points	39, 40
A pts 26	A-levels / AS levels / Scottish Highers with 25 or 26 points	39, 40
A pts 28	A-levels / AS levels / Scottish Highers with 27 or 28 points	39, 40
A pts 30	A-levels / AS levels / Scottish Highers with 29 or 30 points	39, 40
ACCFND	Foundation or Access course	29, 43, 48
GNVQ3	GNVQ or equivalent, level 3	40
BTEC/ONC	BTEC, ONC, SCOTVEC or equivalent	41
HE	Higher education qualification	1, 2, 3, 4, 5, 10, 11, 12, 13, 14, 15, 16, 21, 22, 23, 24, 25, 26, 27, 28, 30
NONE	No previous qualification	92, 93, 98
OTHERS	Other qualifications not given elsewhere	55, 56, 97
UNKNOWN	Unknown qualification	99

Table B7: Young-full time first degree entrants 1999-2000

By subject and entry qualification

Entry qualifications	Subject of study													All subjects
	A	B	C	D	E	F	G	H	I	J	K	L	M	
A pts NK	14	188	233	9	188	207	104	254	357	137	533	276	196	2,696
A pts 4	28	241	856	47	654	637	132	659	1,068	422	468	320	841	6,373
A pts 8	32	524	1,839	137	1,296	1,126	402	1,538	2,317	941	1,151	1,060	1,890	14,253
A pts 10	37	357	1,475	107	1,050	763	249	1,099	1,773	687	793	833	1,338	10,561
A pts 12	11	478	1,816	141	1,110	938	338	1,426	2,039	911	799	935	1,482	12,424
A pts 14	15	605	2,081	139	1,145	885	393	1,655	2,384	1,190	953	885	1,538	13,868
A pts 16	14	718	2,426	161	1,223	1,010	341	1,802	2,303	1,440	957	983	1,794	15,172
A pts 18	36	823	2,498	140	1,169	1,013	267	2,021	2,270	1,764	959	833	1,816	15,609
A pts 20	77	971	2,772	107	1,117	1,044	284	2,346	2,094	2,147	896	698	1,809	16,362
A pts 22	69	1,054	2,519	99	988	888	223	2,284	1,849	2,251	764	507	1,822	15,317
A pts 24	297	1,156	2,525	55	920	1,001	218	2,425	1,693	2,373	734	365	1,687	15,449
A pts 26	776	844	2,293	54	902	829	170	2,295	1,299	2,522	612	224	1,378	14,198
A pts 28	1,254	676	1,876	34	826	810	142	2,091	868	2,538	477	133	1,195	12,920
A pts 30	3,005	565	2,512	34	1,678	1,320	130	2,510	678	3,599	462	78	1,952	18,523
ACC/FND	0	51	124	9	124	271	46	106	161	52	3,786	24	152	4,906
BTEC/ONC	3	307	523	153	704	812	112	267	603	51	2,369	610	405	6,919
GNVQ3+	0	655	483	46	1,788	740	300	797	3,620	77	1,088	427	1,018	11,039
HE	26	303	637	100	655	710	191	546	2,042	196	1,094	360	535	7,395
NONE	5	66	228	10	224	157	56	234	235	104	121	56	322	1,818
OTHERS	9	132	155	11	281	208	21	129	209	71	97	40	249	1,612
UNKNOWN	9	149	238	18	286	389	59	290	381	110	217	97	228	2,471
All qualifications	5,717	10,863	30,109	1,611	18,328	15,758	4,178	26,774	30,243	23,583	19,330	9,744	23,647	219,885

A: Medicine, dentistry and veterinary science
B: Subjects allied to medicine
C: Biological sciences and physical sciences
D: Agriculture and related subjects
E: Mathematical sciences and computer sciences
F: Engineering and technology
G: Architecture, building and planning
H: Social studies and law
I: Business and administrative studies and librarianship and information sciences
J: Languages and humanities
K: Creative arts and design
L: Education
M: Combined and Invalid subject of qualification aim

Table B8: Mature full-time first degree entrants 1999-2000

By subject and entry qualification

		Subject of study													All
		A	B	C	D	E	F	G	H	I	J	K	L	M	subjects
Entry qualifications	A pts NK	27	117	139	31	113	106	33	176	240	115	134	90	139	1,460
	A pts 4	7	103	177	11	170	115	45	230	285	184	168	184	203	1,882
	A pts 8	2	139	261	21	216	130	80	280	351	242	294	267	324	2,607
	A pts 10	8	77	142	11	89	50	34	148	162	134	121	110	147	1,233
	A pts 12	6	60	94	12	87	66	49	143	147	112	89	130	119	1,114
	A pts 14	3	70	103	8	107	56	32	148	124	135	133	83	112	1,114
	A pts 16	5	58	114	7	70	41	25	132	120	118	80	79	106	955
	A pts 18	10	59	95	3	53	35	25	105	82	117	76	61	94	815
	A pts 20	17	61	85	3	53	37	15	99	66	118	60	41	66	721
	A pts 22	17	44	72	5	43	25	16	96	55	75	37	27	56	568
	A pts 24	11	53	86	2	34	28	8	73	49	72	34	18	34	502
	A pts 26	39	46	66	0	42	23	12	75	28	62	29	15	31	468
	A pts 28	56	18	38	0	27	13	4	58	14	59	29	10	23	349
	A pts 30	88	25	48	3	25	16	9	34	19	31	20	9	28	355
	ACC/FND	11	1,299	1,064	55	846	450	131	2,117	684	1,175	1,598	1,081	1,399	11,910
	BTEC/ONC	2	241	246	54	458	459	133	325	558	90	824	380	284	4,054
	GNVQ3+	1	135	81	9	271	126	55	247	443	45	190	76	217	1,896
	HE	581	3,069	826	207	1,344	1,240	581	1,882	3,478	644	1,522	948	1,017	17,339
	NONE	3	240	475	98	438	292	145	718	575	423	408	195	712	4,722
	OTHERS	3	331	287	28	425	328	92	443	521	293	259	148	392	3,550
	UNKNOWN	55	612	207	39	377	364	170	515	531	143	228	79	277	3,597
	All qualifications	952	6,857	4,706	607	5,288	4,000	1,694	8,044	8,532	4,387	6,333	4,031	5,780	61,211

A: Medicine, dentistry and veterinary science
B: Subjects allied to medicine
C: Biological sciences and physical sciences
D: Agriculture and related subjects
E: Mathematical sciences and computer sciences
F: Engineering and technology
G: Architecture, building and planning
H: Social studies and law
I: Business and administrative studies and librarianship and information sciences
J: Languages and humanities
K: Creative arts and design
L: Education
M: Combined and Invalid subject of qualification aim

HESC 01 69 127

Table B9: Percentage from state schools or colleges

Young full-time first degree entrants 1999-2000

		Subject of study													All subjects
		A	B	C	D	E	F	G	H	I	J	K	L	M	
		%	%	%	%	%	%	%	%	%	%	%	%	%	%
Entry qualifications	A pts NK	100	100	100	0	91	80	100	83	100	40	100	100	90	91
	A pts 4	42	95	90	97	93	91	88	85	91	83	96	98	87	90
	A pts 8	73	93	92	88	93	92	88	94	92	91	95	94	94	93
	A pts 10	61	93	92	78	91	89	92	94	90	90	95	95	92	92
	A pts 12	90	92	92	80	90	87	80	91	88	90	95	94	91	90
	A pts 14	73	89	92	72	92	88	87	91	89	87	93	92	88	90
	A pts 16	67	90	89	77	92	85	87	88	87	85	92	92	89	88
	A pts 18	68	89	89	74	89	84	83	87	85	82	89	92	86	87
	A pts 20	53	87	86	76	90	83	83	83	86	78	91	92	83	84
	A pts 22	78	84	84	71	88	79	82	84	83	77	88	91	81	83
	A pts 24	64	84	81	66	86	80	81	78	83	73	85	90	79	80
	A pts 26	66	83	79	59	87	78	75	75	80	70	87	94	77	77
	A pts 28	62	82	77	56	83	75	65	71	79	65	82	91	76	73
	A pts 30	59	81	73	64	76	65	59	66	79	60	79	92	64	66
	ACC/FND	0	100	97	100	96	96	88	91	87	91	100	94	97	99
	BTEC/ONC	100	100	100	99	100	99	99	99	100	97	100	100	100	100
	GNVQ3+	0	99	98	100	99	99	100	99	99	98	99	99	99	99
	HE	40	96	98	97	98	99	99	98	99	88	99	98	98	98
	NONE	67	100	84	100	91	88	94	71	88	81	94	100	91	88
	OTHERS	50	92	83	0	86	90	75	74	88	73	81	93	93	86
	UNKNOWN	100	100	75	0	100	100	100	0	75	0	100	100	0	96
	All qualifications	61	88	86	79	90	84	85	82	89	75	95	94	84	85

A: Medicine, dentistry and veterinary science
B: Subjects allied to medicine
C: Biological sciences and physical sciences
D: Agriculture and related subjects
E: Mathematical sciences and computer sciences
F: Engineering and technology
G: Architecture, building and planning
H: Social studies and law
I: Business and administrative studies and librarianship and information sciences
J: Languages and humanities
K: Creative arts and design
L: Education
M: Combined and Invalid subject of qualification aim

Table B10: Percentage from Social Class IIIM, IV, V

Young full-time first degree entrants 1999-2000

		Subject of study													All subjects
		A	B	C	D	E	F	G	H	I	J	K	L	M	
		%	%	%	%	%	%	%	%	%	%	%	%	%	%
Entry qualifications	A pts NK	40	69	28	0	35	41	33	20	24	17	27	45	26	32
	A pts 4	5	32	31	28	40	33	33	32	32	28	33	33	31	32
	A pts 8	10	38	33	25	36	32	30	34	30	28	29	34	33	32
	A pts 10	9	31	33	15	32	30	28	34	29	32	30	32	29	31
	A pts 12	9	29	29	21	31	28	27	32	29	28	29	33	30	29
	A pts 14	23	31	29	13	28	28	26	30	28	27	24	34	29	29
	A pts 16	15	28	28	17	32	27	29	28	26	23	24	30	26	27
	A pts 18	18	26	25	23	28	28	31	26	23	23	22	30	23	25
	A pts 20	22	26	25	12	30	23	20	24	23	22	23	25	23	24
	A pts 22	13	21	23	16	26	26	19	22	24	20	22	28	23	23
	A pts 24	14	23	19	16	25	23	19	18	21	18	17	25	21	20
	A pts 26	15	23	19	8	22	18	18	16	19	17	13	30	15	18
	A pts 28	13	23	15	13	20	18	13	15	17	12	16	27	15	15
	A pts 30	11	19	14	6	14	16	13	11	16	11	12	23	12	13
	ACC/FND	0	44	25	50	31	35	33	31	31	13	26	55	26	27
	BTEC/ONC	0	41	41	33	41	39	45	43	39	24	36	36	42	38
	GNVQ3+	0	43	47	27	50	44	42	44	40	37	34	40	43	42
	HE	20	42	38	26	42	40	44	39	38	33	34	43	36	38
	NONE	0	29	28	0	26	39	17	28	30	26	30	28	32	29
	OTHERS	0	55	26	33	38	34	22	24	21	24	30	32	35	32
	UNKNOWN	0	40	42	0	26	33	23	30	26	17	27	25	33	30
All qualifications		12	28	25	20	30	27	27	24	28	19	27	32	25	25

A: Medicine, dentistry and veterinary science
B: Subjects allied to medicine
C: Biological sciences and physical sciences
D: Agriculture and related subjects
E: Mathematical sciences and computer sciences
F: Engineering and technology
G: Architecture, building and planning
H: Social studies and law
I: Business and administrative studies and librarianship and information sciences
J: Languages and humanities
K: Creative arts and design
L: Education
M: Combined and Invalid subject of qualification aim

Table B11: Percentage from low participation neighbourhoods

Young full-time first degree entrants 1999-2000

Entry qualifications	Subject of study													All subjects
	A	B	C	D	E	F	G	H	I	J	K	L	M	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%
A pts NK	0	19	15	11	19	13	13	16	14	9	11	14	20	14
A pts 4	13	18	16	17	15	13	12	17	15	13	17	16	17	16
A pts 8	6	19	15	12	15	17	12	17	15	18	16	16	17	16
A pts 10	3	19	15	9	14	16	11	17	15	18	15	14	16	15
A pts 12	9	16	14	11	14	12	11	15	14	17	15	18	15	15
A pts 14	20	18	15	9	14	12	9	16	14	15	12	15	15	14
A pts 16	7	14	14	8	13	14	11	14	12	12	11	16	13	13
A pts 18	3	14	12	6	15	12	11	13	12	12	11	14	10	12
A pts 20	12	11	11	8	13	11	7	11	11	10	11	11	10	11
A pts 22	4	12	11	6	12	10	11	11	10	9	9	12	11	11
A pts 24	7	10	10	6	11	10	11	9	11	8	9	15	10	10
A pts 26	8	10	8	4	13	9	7	8	9	7	9	18	10	9
A pts 28	9	8	8	3	10	7	7	8	8	6	8	11	9	8
A pts 30	6	8	7	6	8	5	6	6	8	6	8	16	7	7
ACC/FND	0	14	26	33	15	12	10	20	15	14	10	4	17	11
BTEC/ONC	0	14	19	11	16	17	19	23	15	12	16	19	22	17
GNVQ3+	0	17	19	18	18	15	13	21	17	18	19	15	17	17
HE	8	21	21	13	18	21	17	20	18	17	17	18	21	19
NONE	20	17	12	0	11	19	17	14	12	13	13	19	19	15
OTHERS	0	18	14	0	9	11	21	16	14	14	24	16	14	13
UNKNOWN	13	22	21	13	16	15	18	17	19	20	15	17	17	18
All qualifications	7	13	12	9	14	12	11	12	13	10	13	15	13	12

A: Medicine, dentistry and veterinary science
B: Subjects allied to medicine
C: Biological sciences and physical sciences
D: Agriculture and related subjects
E: Mathematical sciences and computer sciences
F: Engineering and technology
G: Architecture, building and planning
H: Social studies and law
I: Business and administrative studies and librarianship and information sciences
J: Languages and humanities
K: Creative arts and design
L: Education
M: Combined and Invalid subject of qualification aim

Table B12: Percentage from low participation neighbourhoods

Mature full-time first degree entrants 1999-2000

		Subject of study													All subjects
		A	B	C	D	E	F	G	H	I	J	K	L	M	
		%	%	%	%	%	%	%	%	%	%	%	%	%	%
Entry qualifications	A pts NK	9	24	12	14	21	16	10	25	17	16	13	16	17	17
	A pts 4	14	23	22	9	21	18	4	18	17	16	17	19	21	18
	A pts 8	0	14	20	10	17	18	6	22	16	18	20	22	17	18
	A pts 10	25	11	20	27	13	8	18	19	16	17	18	17	20	17
	A pts 12	0	21	17	25	21	15	19	17	13	27	14	19	14	18
	A pts 14	0	18	15	0	14	9	14	17	19	19	4	28	15	15
	A pts 16	0	12	15	14	17	3	8	16	18	14	16	21	15	15
	A pts 18	0	17	20	0	15	9	12	16	11	16	11	15	18	15
	A pts 20	12	15	20	0	15	14	0	14	22	12	19	32	9	16
	A pts 22	12	14	7	20	23	12	25	15	15	18	6	26	13	15
	A pts 24	9	8	17	0	12	11	29	11	8	20	10	6	6	12
	A pts 26	8	9	16	0	7	9	17	13	0	3	7	7	16	9
	A pts 28	6	17	14	0	7	8	0	12	21	14	3	20	13	11
	A pts 30	7	4	6	33	8	7	0	9	11	3	15	25	15	8
	ACC/FND	9	23	27	20	23	20	21	27	21	23	14	27	28	23
	BTEC/ONC	0	22	25	16	22	24	23	24	17	20	19	23	22	21
	GNVQ3+	100	25	25	0	18	26	17	26	18	21	25	28	21	22
	HE	7	16	21	13	22	23	17	24	22	15	17	22	25	20
	NONE	0	18	18	16	18	20	16	21	17	19	16	19	24	19
	OTHERS	33	25	14	5	18	20	12	23	20	19	15	21	16	19
	UNKNOWN	12	17	25	5	25	24	16	24	18	14	20	28	26	21
All qualifications		7	19	21	13	21	21	16	23	19	18	16	23	23	20

A: Medicine, dentistry and veterinary science
B: Subjects allied to medicine
C: Biological sciences and physical sciences
D: Agriculture and related subjects
E: Mathematical sciences and computer sciences
F: Engineering and technology
G: Architecture, building and planning
H: Social studies and law
I: Business and administrative studies and librarianship and information sciences
J: Languages and humanities
K: Creative arts and design
L: Education
M: Combined and Invalid subject of qualification aim

Table B13: Non-continuation following year of entry

Young full-time first degree entrants 1998-99

Entry qualifications	Subject of study													All subjects
	A	B	C	D	E	F	G	H	I	J	K	L	M	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%
A pts NK	0	16	15	39	23	20	16	20	19	18	10	11	17	16
A pts 4	8	10	13	15	15	18	20	11	10	13	17	9	13	13
A pts 8	18	11	11	10	13	17	13	11	12	11	13	8	14	12
A pts 10	13	9	9	8	11	12	11	12	12	11	11	10	12	11
A pts 12	25	7	8	7	13	13	12	9	11	11	10	8	12	10
A pts 14	0	9	7	8	9	11	9	8	9	8	9	6	11	9
A pts 16	4	6	6	7	6	8	7	7	7	8	8	6	8	7
A pts 18	14	6	6	3	8	6	9	7	6	7	7	5	6	6
A pts 20	0	4	5	4	7	6	6	6	5	5	6	4	6	5
A pts 22	7	5	5	3	6	6	5	5	4	5	6	5	5	5
A pts 24	6	2	4	2	7	6	7	4	3	4	5	2	4	4
A pts 26	2	3	3	2	5	4	6	3	3	3	5	2	3	3
A pts 28	3	4	3	6	5	3	3	4	2	2	3	3	3	3
A pts 30	2	2	2	0	2	2	2	2	2	2	3	1	2	2
ACC/FND	0	9	14	33	11	14	14	17	17	26	7	32	19	9
BTEC/ONC	0	15	20	12	16	15	15	19	14	18	14	13	20	15
GNVQ3+	0	13	18	13	14	20	12	16	13	21	13	11	16	14
HE	0	15	15	10	14	20	18	15	11	9	11	9	12	13
NONE	0	17	23	0	26	26	24	18	16	14	19	9	17	20
OTHERS	14	19	22	22	25	28	28	20	18	17	17	11	17	21
UNKNOWN	0	13	15	25	20	15	21	15	19	15	9	3	19	16
All qualifications	2	7	7	8	10	11	11	7	9	6	9	7	9	8

A: Medicine, dentistry and veterinary science
B: Subjects allied to medicine
C: Biological sciences and physical sciences
D: Agriculture and related subjects
E: Mathematical sciences and computer sciences
F: Engineering and technology
G: Architecture, building and planning
H: Social studies and law
I: Business and administrative studies and librarianship and information sciences
J: Languages and humanities
K: Creative arts and design
L: Education
M: Combined and Invalid subject of qualification aim

Table B14: Non-continuation following year of entry

Mature full-time first degree entrants 1998-99

		Subject of study													All subjects
		A	B	C	D	E	F	G	H	I	J	K	L	M	
		%	%	%	%	%	%	%	%	%	%	%	%	%	%
Entry qualifications	A pts NK	2	12	19	22	29	18	20	24	27	20	20	18	25	21
	A pts 4	14	15	8	25	17	22	14	16	16	13	14	11	15	15
	A pts 8	0	7	10	7	18	20	16	13	17	10	13	9	12	13
	A pts 10	0	10	8	20	13	23	13	16	13	10	13	9	15	13
	A pts 12	0	8	11	25	14	18	15	14	10	10	14	10	10	12
	A pts 14	0	6	18	0	17	12	3	10	16	9	12	7	16	12
	A pts 16	0	3	10	0	13	14	0	16	9	14	10	11	15	12
	A pts 18	0	10	13	0	11	13	19	18	19	9	16	13	17	14
	A pts 20	6	11	14	14	14	15	27	14	16	11	3	6	10	12
	A pts 22	4	6	12	25	22	13	60	16	18	13	12	17	13	14
	A pts 24	6	8	17	0	19	13	18	14	21	10	13	12	12	13
	A pts 26	4	7	8	0	13	9	0	10	9	6	14	0	14	8
	A pts 28	2	6	6	0	8	7	33	12	11	7	7	17	5	7
	A pts 30	3	0	1	0	3	1	0	5	6	14	0	20	3	3
	ACC/FND	14	12	18	19	22	21	17	17	21	14	12	11	17	16
	BTEC/ONC	50	17	20	20	13	20	15	21	20	25	14	10	22	17
	GNVQ3+	0	16	23	30	22	21	11	19	21	34	16	4	20	20
	HE	3	10	16	13	19	19	13	16	14	12	12	13	17	14
	NONE	0	24	20	19	25	31	28	22	27	19	24	19	25	24
	OTHERS	40	18	21	14	25	27	22	21	20	17	14	15	24	21
	UNKNOWN	2	13	25	18	24	22	15	23	23	21	20	22	22	20
All qualifications		3	12	16	15	20	20	16	18	17	14	14	12	18	16

A: Medicine, dentistry and veterinary science
B: Subjects allied to medicine
C: Biological sciences and physical sciences
D: Agriculture and related subjects
E: Mathematical sciences and computer sciences
F: Engineering and technology
G: Architecture, building and planning
H: Social studies and law
I: Business and administrative studies and librarianship and information sciences
J: Languages and humanities
K: Creative arts and design
L: Education
M: Combined and Invalid subject of qualification aim

Annex C

Projected outcomes and efficiencies – technical notes and more detailed information

1. The projected outcomes and learning efficiencies were produced using a census cohort approach. The method involves identifying a group of starting students known as a cohort, consisting of all students who started at the institution on a full-time first degree course of study. Their future progression outcomes – whether they qualify, transfer to another institution, or discontinue – are then projected based on current progression patterns at their institution.

2. This annex provides details of the method used, and shows the complete transition matrix for the sector, of the type used to produce Table T5. For each institution, a similar matrix was calculated.

Simple example

3. To illustrate the method, assume an institution runs only three-year degree courses, and two-year diploma courses. Students who come in to a degree course may change to the diploma course, but not vice versa; and students may transfer to another institution or leave higher education completely. It is assumed that transfers or those leaving HE do not resume at the same institution later.

4. Assume the following pattern of movement of students between consecutive academic years (for the actual indicators this year, this is between 1998-99 and 1999-2000):

Of year 1 degree students, 5% repeat year 1, 70% move on to year 2, 5% stay in year 1 but on the diploma, 5% move to year 2 diploma, 5% transfer to other institutions, and 10% leave.

Of year 2 degree students, 5% qualify with a diploma, 5% stay in year 2, 75% move to year 3, 5% move to year 2 of the diploma, 5% transfer, and 5% leave.

Of year 3 degree students, 80% obtain a degree, 5% obtain a diploma, 5% repeat year 3, and 10% leave with no qualification.

Of those who move to year 1 of the diploma, 50% go on to year 2 of the diploma, 30% transfer, and 20% leave.

Of those going to the second year of the diploma, 90% obtain a diploma and 10% leave.

This can be expressed in the following 'transition matrix'.

Table C1 **Transition matrix**

To: / From:	Qualify degree	Qualify diploma	Year 1 degree	Year 2 degree	Year 3 degree	Year 1 diploma	Year 2 diploma	Transfer	Leave
Qualify deg	100%	0	0	0	0	0	0	0	0
Qualify dip	0	100%	0	0	0	0	0	0	0
Year 1 deg	0	0	5%	70%	0	5%	5%	5%	10%
Year 2 deg	0	5%	0	5%	75%	0	5%	5%	5%
Year 3 deg	80%	5%	0	0	5%	0	0	0	10%
Year 1 dip	0	0	0	0	0	0	50%	30%	20%
Year 2 dip	0	90%	0	0	0	0	0	0	10%
Transfer	0	0	0	0	0	0	0	100%	0
Leave	0	0	0	0	0	0	0	0	100%

5. Now apply these movements to a set of 1,000 starting degree students, 800 of whom start in the first year and 200 in the second year. (Note that all **start** on a degree course.)

6. The pattern of progression of the 800 students starting in the first year is shown in Table C2. In the first year in the institution, all 800 are in year 1 of the degree programme. In the second year, there will be 40 in year 1 (5% of 800), 560 in year 2 (70%), 40 in each of years 1 and 2 of the diploma, 40 will transfer to another HEI, and 80 will leave higher education completely. To see where these students will be in the next year, we need to apply the progression rates for year 1 degree students to the 40 in that state, the rates for year 2 degree students to the 560 in that state, and the diploma rates to the students there. This will lead to the values given in the year 3 row; note that the 64 qualifying with a diploma are made up of 90% of the 40 who are on year 2 of the diploma plus 5% of those who are on the second year of the degree. This procedure is repeated until there are no changes to the numbers qualifying or transferring from one year to the next. In this case that takes seven years, by which time 392 will have obtained a degree, 140 a diploma, 86 will have transferred, and 182 will have left with no qualification.

7. Similarly, the 200 starting in the second year of the degree programme will progress as shown in Table C3. The method assumes that students starting in the second year will have the same progression pattern as the students who started in the first year then moved into the second year. This group will all reach a final state within five years, when 133 will have obtained a degree, 28 a diploma, 11 will have transferred to another institution, and 28 will have left with no qualification.

Table C2 **Progression of first-year starters**

Year at HEI	Qualify degree	Qualify diploma	Year 1 degree	Year 2 degree	Year 3 degree	Year 1 diploma	Year 2 diploma	Transfer	Leave
Year 1	0	0	800	0	0	0	0	0	0
Year 2	0	0	40	560	0	40	40	40	80
Year 3	0	64	2	56	420	2	50	82	124
Year 4	336	133	0	4	63	0	4	86	174
Year 5	386	140	0	0	6	0	0	86	181
Year 6	391	140	0	0	1	0	0	86	182
Year 7	392	140	0	0	0	0	0	86	182
Total time taken			842	620	490	42	94		

Table C3 **Progression of second-year starters**

Year at HEI	Qualify degree	Qualify diploma	Year 1 degree	Year 2 degree	Year 3 degree	Year 1 diploma	Year 2 diploma	Transfer	Leave
Year 1	0	0	0	200	0	0	0	0	0
Year 2	0	10	0	10	150	0	10	10	10
Year 3	120	27	0	1	15	0	1	11	27
Year 4	132	28	0	0	1	0	0	11	28
Year 5	133	28	0	0	0	0	0	11	28
Total time taken			0	211	166	0	11		

8. Therefore of the 1,000 students there will be 525 with degrees, 168 with diplomas, 97 will have transferred to another institution, and 210 will have left with no qualification. These projected outcomes can be expressed as:

Outcome	Percentage
Degree	52
Diploma	17
Transfer	10
Neither award nor transfer	21

9. In order to calculate the efficiency, we need to look at how long each student spends in the university. We assume that all changes (move to the next year, transfer, or leave) take place at the end of an academic year. This means that each entry in the columns labelled Year 1, 2 or 3, degree or diploma, in Tables C2 and C3, imply that number of 'student-years' has been used. The totals then tell us how many student-years have been spent by this cohort on each year of programme, so we can obtain the total student-years spent at the institution. That gives us a total of 2,476 student-years.

10. If the system was totally efficient, then all the students obtaining degrees would have taken three years, and those obtaining diplomas two years. Let us assume in addition that students who transfer elsewhere spend an average of 1.5 productive years at the institution if they enter in the first year (in practice, this average would be obtained from the pattern of transfers). Under this efficient system, the first-year entrants would take

$$392 \times 3 + 140 \times 2 + 86 \times 1.5 = 1{,}585 \text{ years,}$$

while the second-year entrants would take

$$133 \times 2 + 28 \times 1 + 11 \times 0.5 = 299.5 \text{ years.}$$

The total time taken in an efficient system would therefore be 1,884.5 years. The efficiency of this institution can then be calculated as:

$$1{,}884.5 \div 2{,}476 = 76\%$$

11. The average time spent in the institution, either actual or efficient, per student who goes out with some success can be found by dividing the total times by the number of successful students. The number of successful students in this example is the number who obtain a degree or a diploma, or who transfer: $525 + 168 + 97 = 790$. So the average time actually taken is $2{,}476 \div 790 = 3.1$ years, and efficient time is $1{,}884.5 \div 790 = 2.4$ years.

Technical details

General information

12. The progression behaviour of all the students at an institution can be summarised in a transition matrix. The rows of this matrix are possible starting states, the columns possible end states. The values in the cells of each row are the proportion of students from that starting state who make the transition to the end state. One starting state (row) might be 'full-time first degree year of programme 1', a possible end state (column) could be 'part-time first degree at the same institution'; the value at their intersection would be the proportion of students who are on year of programme 1 of a full-time first degree who then move to a part-time first degree. By defining states such as recently absent students and those moving to other modes or levels of study, we can allow for students returning to study or being awarded a degree from part-time study, for example.

13. It is assumed that the probability of moving from one state to another is the same, regardless of how the state has been reached. So, for example, this means that a student who has gone from first year to second year to third year, and is now in the third year of a degree has the same probability of qualifying at the end of the year as a student who transferred in to the second year of the course from another institution, or one who repeated a previous year. It also means that we allow the possibility of a student repeating a year more than once (which in practice is usually not acceptable). Although the assumption is not completely accurate, any errors it introduces are generally small. The effect of the errors will usually be to slightly under-estimate the

proportion of students leaving with no qualification, and over-estimate the time a student will spend in the system.

14. Some small institutions, and institutions which have made major changes either to the format of their degree programmes or to the way they record that format, may find that the projections lead to some students reaching an 'unknown' state. This can occur if there were no students in a particular state during 1998-99, but there was movement into that state in 1999-2000. For example, if an institution had no five-year-long programmes of study, but introduced such programmes so that the first year of programme 5 was to be in 1999-2000, we would have a record of students moving into year of programme 5, but no record of students moving out of it. This would lead to a number of unknown outcomes.

Efficiency

15. The efficiency measure is defined as the ratio of total efficient time for all starting students to the actual time taken by these students. The efficient time is the time that they would be expected to take to obtain a qualification if they did not repeat years, change course and so on. To produce the measure of efficiency, we need to know from which year of programme the student has qualified, or between which programme years they are transferring. A student obtaining a degree from year of programme 4, for example, is assumed to be on a degree course that should take four years, and is allowed four notional years as his or her 'efficient time'. Similarly, a student who transfers from year of programme 1 at one institution to year of programme 2 at another institution is allowed one notional year for efficient time for the first institution; but a student transferring from year 1 at the first institution to year 1 at another institution gets no notional years. Students who leave higher education with no qualifications have an efficient time of zero.

Projected outcomes

16. To ensure that the data used in the calculations are robust, it is important to define the stage that a student has reached by reference to four years of data. These are: the 'reference year', which is the year to which all calculations relate; the two years prior to the reference year; and the year following the reference year. For this publication, the reference year is 1998-99.

17. At present, the method used is restricted to students who are residents of the United Kingdom, excluding the Channel Islands and the Isle of Man, who are studying full-time for a first degree. In what follows, the term 'student' is taken to refer to someone with all these characteristics, unless it is further qualified.

18. There are three relevant states in which a student can be in any one year. These are:

- State **A**: Active at the institution as a full-time student with first degree qualification aim
- State **a**: Active at the institution as an undergraduate student not in state **A** (could be full-time sub-degree, part-time degree and so on)
- State **D**: Not active at the institution as an undergraduate student (could be at another institution)

19. The starting population consists of students who are currently studying full-time for a first degree (in other words, are in state **A**) and were not in this state in either of the previous two years (in other words, were in one of the states **a** or **D** in the two years preceding the reference year). Note that no use is made of the date of commencement of studies in defining the starting population. The term 'entrants' is reserved for students reported as commencing studies in a given year, and 'starters' for members of the starting population as defined here.

20. As well as the starting population, we need to define a 'transition population', which will be used to determine the pattern of progression at the institution. This transition population is defined as all students who are in state **A** at the institution in the reference year, plus all those students who were in state **A** in the previous year and are in state **a** or state **D** in the reference year but have not obtained

a degree. This is essentially all students who are currently, or were in the previous year, full-time first degree students. Students who are on a sub-degree programme are only included if they have previously transferred from a degree programme.

21. For each student in the transition population, we need to know what year of programme they are on in the reference year, or what year of programme they were on previously if they are currently in state **D**. For the year following the reference year, we need to know

- if they have qualified with a degree or a sub-degree
- which year of programme they are on if they are still at the institution, and whether they are still studying full-time for a first degree
- if they have transferred to a sub-degree or part-time programme
- if they have transferred to another institution.

22. A student is assumed to have discontinued with 'no award or transfer' if there is no record of the student as a full-time first degree student in the reference year, and no record as an undergraduate student in the next year. A student who is in state **A** in the reference year, but for whom no record can be found the following year, is initially deemed to become 'inactive', with the possibility of returning to the institution in the following year. It is only if students cannot be traced for a second year that they are categorised as 'neither award nor transfer'.

23. A student who is awarded a sub-degree qualification from state **A** is also initially placed in the inactive state. This allows for students who may return after a year to complete their degree programme. Students in state **a** in the reference year are categorised as failing to get an award if they cannot be traced in the following year.

24. To calculate the transition matrix, the states each student is in, both in the reference year and in the following year, need to be specified more fully. The specification includes mode of study, year of programme, and whether or not the student has obtained a qualification. The values in the matrix are then found as:

$$t_{ij} = n_{ij}/n_i$$

where n_{ij} is the number of students at the institution in state i in the reference year and state j in the following year, and n_i is the number of students at the institution in state i in the reference year.

25. A simplified form of the transition matrix for the sector is shown in Table C7, with an explanation of the states used given in Table C6. The actual computations have used a more detailed matrix than that shown here.

26. The matrix used in calculating the adjusted sector benchmarks is produced in a similar way, using all the students in the sector. However, each student is given a weight which reflects the relative importance of his or her subject of study and entry qualifications at the institution, and it is the sums of these weights, rather than the actual number of students, that are used to calculate the values in the matrix. The weights are defined as:

$$\frac{n_j/n}{N_j/N}$$

where n_j is the number of students in category j at the institution, N_j is the number of students in category j in the sector, and n and N are the total number of students in the population in the institution and the sector respectively.

27. Several of the states are what are known as 'sink states'. Such states are characterised by the fact that once a student enters such a state, that is the end of their progress through the system as far as the institution is concerned. Four of the 15 states shown are sink states, namely 'qualifying with a degree', 'qualifying with a sub-degree without subsequent degree-level study', 'transfer', and 'absent'. Students cannot return to the institution, as a continuous part of their progress, from any of these states.

28. The data are then used to create a transition matrix **T** from the students in the transition

population. Each row represents a state in the reference year, with each column representing a state in the following year. Each row of the matrix contains details of the percentage of students who were in the row state in the reference year, who are in the column state in the following year. Rows representing sink states contain only one non-zero value, on the diagonal, as all students in such a state will remain there.

29. The starters are described by the vector **n** which gives the number of starters in each of the states. All starters will be on a first degree programme, and most will be in year of programme 1, but at some institutions there may be considerable numbers of starters in later years.

30. Each state has an associated FTE, described by **f**, giving the amount of study time incurred by being in that state for a year. The value of FTE is either 0 or 1, with 1 taken for all full-time years of study, and 0 for all part-time study, as well as for inactive and unknown states.

31. The progression of the starters can be computed by applying the transition matrix to the vector of starters. After i years the cohort will be in state $\mathbf{n}.\mathbf{T}^{i-1}$. A total of $\left(\mathbf{n}.\mathbf{T}^{i-1}\right).\mathbf{f}^{T}$ study time will have been used in year i, and the 'actual' time used is given by the sum of these values for a large i. The value of i is considered 'large' when the values in $\mathbf{n}.\mathbf{T}^{i-1}$ of the numbers of students qualifying or transferring no longer change as i increases. At that stage, the value of $\left(\mathbf{n}.\mathbf{T}^{i-1}\right).\mathbf{f}^{T}$ is also effectively zero.

32. There are some circumstances – for example, when an institution is starting a new course, or changing the pattern of an existing course – when there are values in the state vector $\mathbf{q} = \mathbf{n}.\mathbf{T}^{i-1}$ for large i which are not in sink states. In such cases the outcome is recorded as unknown, and the projected outcomes should be treated with caution.

Efficiency

33. The efficiency of an institution has been defined in terms of how long students should take before reaching a valid end point compared to how long they actually do take. We have defined a number of outcomes as 'valid ends' for this purpose, namely qualifying with either a degree or a sub-degree, and transferring to another HEI.

34. Each state has a start and end value, described by vectors **s** and **e**. These are used to calculate the efficient time taken. Any state which is not a 'valid end' has an end value of 0. Any state which is a valid end has an end value which reflects the time that should be used in reaching it, its efficient time. The start value is only relevant to the year of degree programme states, which each have a start value one less than their year of programme value.

35. The efficient time is obtained by looking at the year of programme in which the end is reached. In general, each (non-repeated) year of study leads to one year for efficient time. So a student qualifying with a degree at the end of year of programme k is allotted k years for efficient time. A student obtaining a sub-degree qualification, from any year of programme after the first, is allotted two years for efficient time; a student obtaining a degree qualification from part-time study is allotted three years efficient time. A student transferring from year of programme x at the institution to year of programme (x+1) at another is allotted x years, while a student transferring from year of programme x to the same year of programme at another HEI is allotted (x-1) years of efficient time. A student who is found on postgraduate study at the same institution but without a qualification is assumed to have obtained a degree, giving three years for efficient time. A student who is found on postgraduate study elsewhere or in the FDS, but has not been given a qualification, is assumed to have obtained a sub-degree qualification, giving two years for efficient time.

36. The computations, using the above notation, are fairly straightforward. The actual time taken by a cohort of students at an institution is the sum of all the values $\left(\mathbf{n}.\mathbf{T}^{i-1}\right).\mathbf{f}^{T}$ with summation over all values of i.

37. The efficient time taken by the cohort is given by:

$$\mathbf{q}.\mathbf{e}^{T} - \left(\mathbf{q}.\mathbf{c}^{T}\right)/\left(\sum \mathbf{n}\right).\left(\mathbf{n}.\mathbf{s}^{T}\right)$$

where $c_i = 1$ if $e_i > 0$

$c_i = 0$ otherwise

Summation is over all values in the vector. The first term would be the efficient time if all starters were on year of programme 1; the second term is an adjustment to allow for starters on other years of programme.

38. Until the 1998-99 HESA return; there was no way of recording foundation year students. There were differences in the way foundation year students were returned by different institutions, and this had a slight effect on the values taken for efficient time. For data from 1998-99, we have been able to obtain information from the HESA record about foundation students, which we have used in the calculations.

39. Where an institution has returned foundation year students (YEARPRG=0), we have increased the efficient time for the institution by the number of such students. This errs on the generous side.

Standard deviations

Projected outcomes

40. The method of obtaining the adjusted sector outcomes is explained in paragraph 26. The table below shows the notation used to denote the proportions of students in each outcome category for both actual and adjusted outcomes.

41. We have only calculated the standard deviation for the 'neither transfer nor obtain any qualification' outcome category. If there are n starters at an institution, and the benchmark for this outcome category is $(100 \times \pi_d)$ %, then the standard deviation of the proportion in category d has been calculated as

$$\sqrt{\frac{\pi_d \times (1 - \pi_d)}{n}}$$

which assumes that the n starters have been chosen randomly from a large population in which π_d of the population is in category d, and $(1-\pi_d)$ is in one of the other categories. This assumption is reasonably good unless the pattern of outcomes of the benchmarks is quite different to the pattern of the actual values. In such cases, we have omitted the standard deviation altogether.

Outcome category	Projected proportion	Adjusted sector proportion
Qualify with a degree	p_a	π_a
Qualify with a sub-degree	p_b	π_b
Transfer to another institution	p_c	π_c
Neither transfer nor obtain any qualification	p_d	π_d
Unknown	p_e	π_e

Standard deviation of efficiency

42. In defining efficiency, the length of time a student took in the system was compared to the efficient time for their outcome, that is, the time they would be expected to take to reach their particular outcome with no hitches on the way. Table C4 gives a few examples of actual and efficient times, and possible routes to these values. It is not a comprehensive list; it is provided to show the types of assumption we have made.

43. In producing the projected outcomes for the adjusted sector benchmarks, using the adjusted transition matrix, the number of students who actually took y years to reach an outcome when the efficient time was x years can be obtained. This is shown as n_{xy} in Table C4. The total number of students in the cohort (the starters) is

$$n = \sum_{\text{all x and y}} n_{xy}$$

44. The average efficient time ($\bar{x}$) and the average actual time ($\bar{y}$) can be obtained as

$$\bar{x} = \sum_{\text{all x and y}} x\, n_{xy} \Big/ n$$

and $$\bar{y} = \sum_{\text{all x and y}} y\, n_{xy} \Big/ n$$

The efficiency is then defined as $100 \times \bar{x}/\bar{y}$ % .

45. The standard deviations of both times (s_x and s_y), and their covariance (s_{xy}), are given by

$$s_x = \sqrt{\frac{\left(\sum_{\text{all x and y}} x^2 n_{xy} \right) - n\bar{x}^2}{(n-1)}}$$

$$s_y = \sqrt{\frac{\left(\sum_{\text{all x and y}} y^2 n_{xy} \right) - n\bar{y}^2}{(n-1)}}$$

and $$s_{xy} = \frac{1}{(n-1)} \left(\sum_{\text{all x and y}} x\, y\, n_{xy} - n\bar{x}\,\bar{y} \right)$$

46. The usual formula for the standard deviation of a ratio can then be applied to give the standard deviation of the efficiency as

$$\text{s.d. (eff)} = \sqrt{\frac{1}{n\bar{x}^2} \left(s_y^2 + \left(\frac{\bar{y}}{\bar{x}} \right)^2 s_x^2 - 2 \left(\frac{\bar{y}}{\bar{x}} \right) s_{xy} \right)}$$

Pattern of outcomes

47. If the pattern of actual values is very different to the pattern of adjusted sector values, the standard deviation of the proportion projected to neither qualify nor transfer and the efficiency have been omitted. To determine when the pattern of outcomes is different from the benchmark patterns, the following algorithm has been used.

48. For the actual outcomes, express each of the outcomes (a), (b), (c), (e) as a proportion of the sum of these outcomes, in other words, omitting the 'neither transfer nor qualify' outcome. Denote these by p'_a, p'_b, p'_c, p'_e, so that $p'_i = p_i / (p_a + p_b + p_c + p_e)$ and i is one of a, b, c, e.

49. Similarly, express each adjusted sector outcome (a), (b), (c), (e) as a proportion of the sum of these outcomes. Denote these by π'_a, π'_b, π'_c, π'_e, where $\pi'_i = \pi_i / (\pi_a + \pi_b + \pi_c + \pi_e)$.

50. If the sum of the absolute differences between these values is large, then it suggests that the pattern of outcomes is different between the actual and the benchmark values. We have therefore used this value, namely

$$|p'_a - \pi'_a| + |p'_b - \pi'_b| + |p'_c - \pi'_c| + |p'_e - \pi'_e|$$

to decide whether or not the difference is large. For the majority of institutions, this value is less than 0.1. There are 24 institutions for which the value is over 0.11, and these institutions' standard deviations and efficiencies have been omitted.

Transition matrix and starters

51. Table C5 shows the sector profile of starters on first degree courses by year of entry to the course. The majority of students (90%) start on the first year, but a few start in year 2 or later.

52. Table C7 shows the transition matrix for the sector. As can be seen, most students in a particular state either move to the next year of programme, or qualify. For example, of students who were in year of programme 1 in 1998-99, 78% moved on to year of programme 2 in 1999-2000; and of those on year of programme 2, 84% moved on to year of programme 3.

53. Also worth noting is the fact that 75% of students who leave an institution in any year do not return to HE at the end of the following year. Five per cent obtain some sort of qualification, 7% transfer to another institution, and the remaining 12% return to their original institution.

54. Between 35% and 40% of students who move to a part-time course of study return to full-time study after a year. In addition, a further 20% achieve a qualification, at either degree or sub-degree level.

55. The transition matrices are only looking at patterns of movement for a particular institution. A student who transfers elsewhere is counted as being

at the end of their course, as far as that institution is concerned. However, many of these transferring students will go on to obtain a qualification at their new institution. This is taken into account in the sector projections given in paragraph 84 of the main document.

Table C4 **Efficiency examples**

Example	Efficient time (x)	Actual time (y)	Number of students	Comment
Student starts in first year, leaves after 1 December, and does not continue anywhere else.	0	1	n_{01}	
Student completes the first year at institution A, then transfers to the second year of a course at another institution.	1	1	n_{11}	Note that this is the time assigned to institution A
Student enters final year of course, having transferred from diploma course. Spends one year in the final year before qualifying.	1	1	n_{11}	Shows another way of obtaining n_{11}
Student starts on first year, completes first year, then transfers to second year of a diploma course. Completes this successfully.	2	2	n_{22}	
Student starts in first year, has to repeat first year but does this part-time, then completes second and third years with no problem	3	3	n_{33}	Part-time study counts as 0 years
Student starts in first year, progresses to second year, then repeats second year on a full-time basis, and moves to third year which is completed normally.	3	4	n_{34}	
Student starts in first year, decides the course is not as expected and transfers after a year to the first year of another degree course which lasts four years. Completes this course with no problems.	4	5	n_{45}	

Table C5 **Starters on full-time first degree programmes by start year of programme**

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Number of starters
90%	6%	3%	1%	0%	0%	284,000

Table C6 **States used in the transition matrix**

State	Description
QFD	Qualified with degree
QSD	Qualified with sub-degree
FT FD 1	On full-time first degree, year 1
FT FD 2	On full-time first degree, year 2
FT FD 3	On full-time first degree, year 3
FT FD 4	On full-time first degree, year 4
FT FD 5	On full-time first degree, year 5
FT FD 6+	On full-time first degree, year 6 or above
FT SD	On full-time sub-degree (having previously been FT FD)
PT FD	On part-time first degree (having previously been FT FD)
PT SD	On part-time sub-degree (having previously been FT FD)
Transfer	Transferred to another HEI
Inactive	Not currently in HE, but was FT FD in previous year
Unknown	Unknown (cannot be allocated to another state)
Absent	Absent from HE

Table C7 **All institutions transition matrix for sector**

(Figures given are percentages)

	QFD	QSD	FT FD 1	FT FD 2	FT FD 3	FT FD 4	FT FD 5	FT FD 6+	FT SD	PT FD	PT SD	Transfer	Inactive	Absent	Base number
QFD	100														
QSD		100													
FT FD 1	1	0	6	77	0	0	0	0	0	1	0	3	11	0	272,5
FT FD 2	1	0	0	3	84	1	0	0	0	1	0	1	7	0	243,9
FT FD 3	64	0	0	0	3	27	0	0	0	1	0	0	4	0	220,0
FT FD 4	85	0	0	0	1	2	8	0	0	1	0	0	3	0	68,6
FT FD 5	83	0	0	0	2	0	6	7	0	1	0	0	1	0	7,2
FT FD 6+	92	0	2	0	0	0	0	3	0	0	0	0	2	0	4
FT SD	2	21	3	3	11	2	0	0	32	1	2	3	0	21	1,8
PT FD	24	3	1	15	16	2	0	0	0	14	0	2	0	22	8,6
PT SD	1	18	2	3	36	5	1	0	0	3	8	3	0	18	7
Transfer												100			
Inactive	0	5	2	3	6	1	0	0	0	1	0	7	0	74	54,4
Absent														100	

The last column shows the number of students on which each row is based.

The four rows for which only one value is given are 'sink states'; once a student enters one of these states, that is the end of their path through the HE system.

The matrices for individual institutions may include an extra state, 'Unknown', to allow for students moving into a state which is not currently represented at that institution.

Annex D

Research indicators

Technical notes and more detailed information

1. The research indicators used here are based on two measures of input and two measures of output. Three of these measures are available through the HESA collections, while the fourth is obtained from the funding councils. Note that summaries of the data collected by HESA are published by them, for example 'Students in Higher Education Institutions' for student data, and 'Resources of Higher Education Institutions' for finance data.

2. The indicators used are standardised by cost centre, as explained below. If an institution uses the same proportion of input as it produces of output, then the indicator will take a value of 1.

3. The mappings of RAE units of assessment and subjects to cost centres is provided on the performance indicators web-site, www.hefce.ac.uk.

Measuring input to research

4. There are a number of problems in creating a measure of research input. These arise partly because data on expenditure are not split between research and teaching, and partly because the individual staff record is only returned for staff with a full-time equivalent (FTE) of 25 per cent or more. There is therefore no one ideal input measure, so it is proposed to use two complementary measures. These are:

a. **Academic staff costs**. This measure is available for all institutions by cost centre from the HESA finance record. It is therefore more complete than any based on the staff returns, although no separation of expenditure on research from that on teaching is possible.

b. **Research income from funding councils**. The measure based on academic staff costs takes no account of the varying relative levels of resources spent on research and teaching. The measure proposed here, the research income from funding councils allocated for quality (QR funding), aims to provide an indicator that does take account of the varying level of resources available for research. It is based on the funding allocation model used to allocate the recurrent research funds. Such funds form part of the block grant, which institutions are free to distribute internally as they see fit. This measure assumes that this internal distribution will follow the funding allocation model used by the funding council. This, in general, will not be the case, so the measure will provide only a rough indication of what funds go where. The research funding is allocated by 69 RAE units of assessment which have been mapped to the 40 cost centres.

Measuring research output

5. Similarly, two measures of research output based on HESA records are proposed:

a. **PhDs awarded**. The number of doctoral degree completions provides a measure of the vitality of the institution in educating new researchers. The number of PhDs has been taken from the current HESA student record, summing records with a qualification obtained of 'PhD mainly by research'. The cost centre has been identified through the same record, wherever possible, or from records for the student in previous years. In some cases, we have had to map the subject of study to cost centre.

b. **Research grants and contracts**. Although this could be thought of as an input, it also provides a measure of the success of researchers in attracting funds over and above those allocated by the funding councils. The value of research grants and contracts comes from the current HESA finance record.

Standardising for subject variation

6. There are often differences in the characteristics of research output between subjects. These can be adjusted for by making the measure specific to cost centre. If the output is, say, research contract income, then the indicator treats a pound of income as a different 'currency' of research output for each cost centre. This is done by looking not at the actual input and output, but at what proportions they form of the sector input and output. This means that institutions whose research is primarily in areas where the unit costs are low

are not at a disadvantage compared with institutions whose research is mainly in areas with high unit costs.

7. The computation of the indicators is carried out as follows. Let:

r_k = research output of institution

R_k = research output of sector

s_k = input to institution

S_k = input to sector

all in cost centre k.

Then, $t = \Sigma (s_k)$ is the total input to the institution.

For cost centre k, the relative performance of an institution, p_k, is given by:

$$p_k = \frac{r_k / s_k}{R_k / S_k}$$

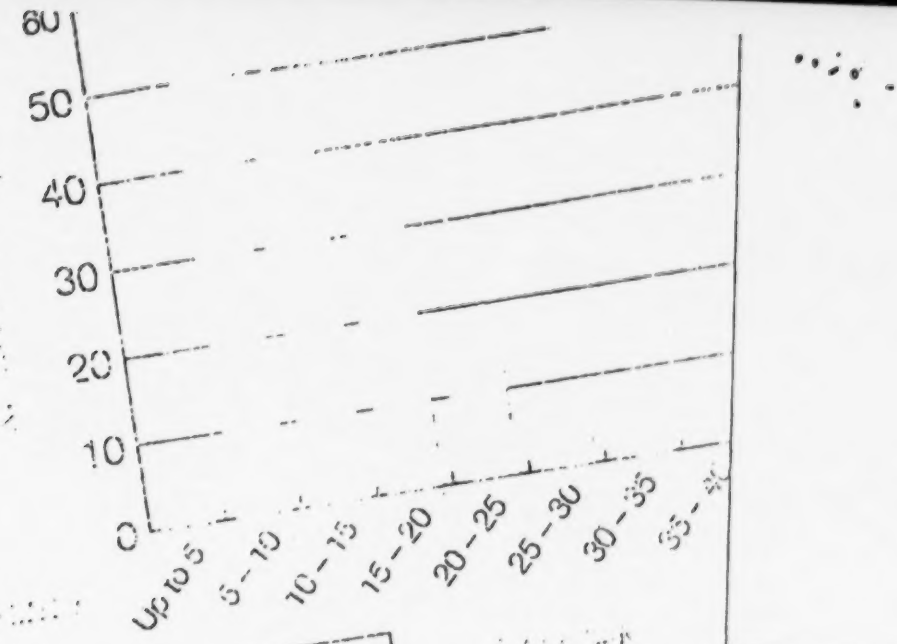
The overall performance of the institution, p, is then calculated by summing these cost centre ratios using the weighting (s_k / t):

$$p = \sum_{\text{over all cost centres}} (p_k \times s_k / t) = \sum \frac{r_k \times (S_k / R_k)}{t}$$

Measures of coverage

8. To put these indicators into context, a number of measures of coverage were considered. The ones included in the table are amount of research funds from the funding councils, the percentage of funding from the funding councils allocated for research, and the total number of cost centres to which there is some input.

9. In addition, the electronic version contains a measure of how different the institution's pattern of provision is from the sector's pattern. We have called this a measure of specialisation, and it can be used in conjunction with the number of cost centres to give an indication of how specialist an institution is. Details of how this measure is calculated are also given on the performance indicators web-site.



HIGHER EDUCATION FUNDING COUNCIL FOR ENGLAND

ELWa EDUCATION and LEARNING WALES

[redacted]

Scottish higher education funding council

Higher Education Funding Council for England
Northavon House
Coldharbour Lane
BRISTOL
BS16 1QD

tel 0117 931 7317
fax 0117 931 7203
www.hefce.ac.uk

BEST COPY AVAILABLE